ED 255 626 AA 001 137

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PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents ano provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 255 640 CE 040 899

Halasz, Ida M.; Raftery, Susan R.
Managing Learning Time: A Professional Development Guide. Leadership Training Series No. 69.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 114p.; For related documents, see CE 040 861 and CE 040 900.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (LT 69--$17.50; related videocassette, LT69VC--$75.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Analysis; Data Collection; Guidelines; Lesson Plans; Postsecondary Education; Records (Forms); Research Design; *Research Methodology; Research Needs; *Research Utilization; Secondary Education; Teacher Education; Technical Education; *Time Factors (Learning); *Time Management; *Time on Task; *Vocational Education; Worksheets

This professional development guide is designed for vocational education practitioners to use with a separately available handbook on time-use analysis and an optional videotape on conducting workshops on time-use analysis. Examined first is the importance of analyzing time on task. After a discussion of the importance of planning, a six-point plan for designing a workshop is set forth. The remainder of the guide consists of outlines for workshop presentations on the following topics: understanding the importance of time on task, discussing workshop objectives, citing general education research, discovering time use in vocational and technical classes, planning time-use analyses, conducting observations, computing time use, displaying and interpreting results, enhancing time use, and summarizing and evaluating the workshop. Each presentation outline contains notes to the instructor, a list of overhead transparencies to be used in the presentation, and a presentation script. Appendixes to the guide contain reviews of the publications "A Nation at Risk: The Imperative for Education Reform" and "A Place Called School" as well as a log of the optional videotape on time-use analysis. Concluding the guide are 42 overhead transparency masters and 13 handout duplication masters. (MN)

ED 255 653 CE 041 096

Huber, Lester W.
Vocational Education Equipment in a Changing Economic Era.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Education; *Educational Equipment; Educational Facilities Planning; *Educational Needs; Equipment Evaluation; Equipment Standards; *Equipment Utilization; *Facility Requirements; Needs Assessment; Office Occupations Education; Postsecondary Education; Questionnaires; Secondary Education; Shared Facilities; Shared Services; State Surveys; *Statewide Planning; *Technical Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Ohio

A study examined the condition of equipment used in secondary and adult vocational education programs in Ohio. Data were collected concerning the educational equipment used to provide vocational education in 19 subject areas by 41 selected schools throughout Ohio. The principal sources of data for the study were an inventory questionnaire, site visits, interviews with local business and industry personnel, and a literature review. The status of equipment varied widely by school as well as by program, with the greatest need for equipment being evident in smaller vocational districts where officials have trouble passing levies. It was recommended that policies, procedures, and resources be developed to provide, install, and maintain state-of-the-art equipment and accessories needed for vocational education, including equipment for assessment laboratories and service to disabled individuals. Practitioners were urged to adjust curricula and individual programs to provide needed instruction in the use of computers and to explore the possibilities of making more flexible and efficient use of equipment through competency-based instruction. The multiple use of assessment laboratories by related schools was encouraged. It was suggested that high school and postsecondary vocational institutions develop and implement plans for articulation between the institutions in the use of facilities and equipment. (The inventory questionnaire is appended.) (MN)

ED 255 666 CE 041 130

Standards for Excellence in Trade and Industrial Education.

Vocational Industrial Clubs of America, Leesburg, VA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 85
NOTE- 74p.
CONTRACT- 300-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Educational Philosophy; Educational Quality; Inservice Teacher Education; Postsecondary Education; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Secondary Education; *Standards; *Teacher Certification; *Teacher Education; *Trade and Industrial Education

This publication presents standards for high quality trade and industrial education. Introductory materials include background on the standards project and information on using the standards. The three primary objectives of the project were to develop: standards for trade and industrial education that are common to all instructional programs at the secondary and postsecondary level, standards for trade and industrial education teacher education programs, and standards for certification of shop, laboratory, classroom and related teachers of trade and industrial education (identified as Levels I, II, and III). Each of the three objectives in the complete set of standards is composed of a set of topics. Each topic has a standard statement to describe the standards and subsequent criteria to be used in assessment. Following each criterion are three columns, one of which is checked during a review to indicate whether the criterion can be deemed as exceeding the standard, meeting the standard, or being below the standard. On the last page of each standard topic is a section entitled "summary of this topic." A "program profile" form is provided after the last page of the standards. (YLB)

ED 255 679   CE 041 151

Burmester, Allan
Telecommunications. Final Report.
North Thurston School District 3, Lacey, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 1 Nov 84
NOTE- 14p.; A Curriculum Development Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Computer Oriented Programs; Curriculum Development; High Schools; Inservice Teacher Education; *Office Occupations Education; *Office Practice; Program Implementation; *Simulation; *Telecommunications; *Word Processing

A project was conducted to revise an existing office occupations curriculum to incorporate the use of telecommunications into simulated office practice and to train teachers in the use of equipment required to implement the updated curriculum. During the first phase of the project, teachers from two high schools in the school district designed the office simulation they wished to implement. Next, they met with a computer specialist to determine what hardware and software were obtained, and the teachers were given instruction in the use of the equipment. After students received initial training using the system, the teachers met with the computer specialist again and the course procedures were revised. As a result of this development effort, a group of high school students were trained to use word processing software to generate business documents and process them via telecommunications through the various departments of a simulated business. Both the teachers and students who participated in the pilot testing of the curriculum found it to be a valuable learning experience. (Appendixes to this report include a list of hardware and software used during the project, the macro string used, and a sample invoice generated by students completing the simulation.) (MN)

ED 255 692 CE 041 164

Shaughnessy, Michael F.; Reif, Laurie

An Investigation of Differential Encoding and Retrieval in Older Adult College Students.

PUB DATE- 84
NOTE- 15p.; Paper presented at the Rocky Mountain Psychological Association Conference (Las Vegas, NV, April 25-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *Adult Students; Encoding (Psychology); Higher Education; Learning Problems; Learning Processes; *Learning Strategies; Mnemonics; Nontraditional Students; *Recall (Psychology); *Response Style (Tests); *Test Format; Test Results
IDENTIFIERS- Repetition (Language)

Three experiments were conducted in order to clarify the encoding/retrieval dilemma in older adult students; and the recognition/recall test issue was also explored. First, a mnemonic technique based on the "key word" method of Funk and Tarshis was used; secondly, a semantic processing task was tried; and lastly, a repetition task, based primarily on the work of Nelson was used. Two forms of tests were also used in the third experiment, a basic multiple choice test and a free recall test. The material to be learned was vocabulary words chosen from Funk and Tarshis and used in other vocabulary learning experiments. An average of about 65 students, with group mean ages in the late 30s-early 40s, was used in the experiments. The results of the three experiments showed that older adults, when left to their own tried and true past memory devices, will outperform those using other novel mnemonic and semantic processing strategies and far surpass those using rote repetition strategies. The experiments also showed that even when given later cues to enhance recall, the memory trace of older adult students appears to decay rapidly in spite of later review-retrieval assistance. Finally, the experiments showed that mnemonic devices appear slightly better than semantic processing devices, and repetition does not appear to facilitate processing in older adult students. Further, recognition tests, rather than recall tests that restate the original learning context, appear to be most facilitative of recall. (KC)

ED 255 706 CE 041 191

Standards for Noncredit Continuing Education.

Ohio Board of Regents, Columbus.

PUB DATE- Sep 84
NOTE- 12p.; Prepared by the Task Force on Quality Standards for Noncredit Continuing Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *College Programs; *Continuing Education; Credentials; *Educational Assessment; Educational Planning; Inservice Education; Models; *Noncredit Courses; Norms; Postsecondary Education; Professional Continuing Education; Self Actualization; Self Evaluation (Groups); Skill Development; State Boards of Education; *State Standards; Statewide Planning

For the first time, a state has developed standards for noncredit continuing education. The model developed by the state of Ohio measures achievement in terms of goals and objectives rather than in terms of fixed characteristics. It also emphasized institutional self-study and self-assessment. The standards are intended to enable noncredit continuing education programs to maintain their strengths while at the same time, they help establish a systematic process for quality assurance. The standards are intended to apply to three major categories of noncredit programs: (1) skill training and development, (2) professional updating and inservice education, and (3) intellectual development of the individual. This document contains three parts. In part I, the Standards are presented in seven categories: mission; organization/administration/personnel; instructional personnel; resources and facilities; educational offerings; recruitment, admissions, and student services; and program evaluation. In part II, questions to consider for self-study are presented in each of the seven categories. These questions are not meant to be exhaustive, but are meant to amplify the standards and to stimulate the self-study process. Finally, recommendations for implementing the standards are presented in part III. (KC)

ED 255 721 CE 041 225

Climate for Entrepreneurship and Innovation in the United States. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session. Part 3. The Role of Universities in High Technology Development.

Joint Economic Committee, Washington, D.C.

REPORT NO.- S-Hrg.-98 1251-Pt-3
PUB DATE- 10 Sep 84
NOTE- 56p.; For parts 1 and 2, see CE 041 223-224.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Cycles; Change Strategies; College Programs; *College Role; Community Colleges; *Economic Climate; *Economic Development; Educational Practices; *Entrepreneurship; Government Role; Higher Education; Innovation; Public Policy; Regional Planning; School Role; Science Laboratories; Small Businesses; Statewide Planning; Technical Education; *Technological Advancement; *Technology Transfer; Two Year Colleges; Universities; Vocational Education
IDENTIFIERS- Congress 98th; United States

This Congressional report deals with the role of universities in high technology development. Included among those persons providing testimony on this particular aspect of developing entrepreneurship in the United States were representatives of the following agencies and organizations: Georgia Institute of Technology, the University of Illinois at Chicago, and Delaware Technical and Community College. (MN)

ED 255 734 CE 041 264

Secondary Area Vocational Skills Centers in Washington State: Issues, Trends and Choices for the Future. A Review of Present Status and National Patterns with Alternatives for Policy Decisions.

Clark County Vocational Skills Center, Vancouver, WA.; Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational Education.
PUB DATE- Jan 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ancillary School Services; Comparative Analysis; Curriculum Development; Educational Needs; Educational Planning; Educational Policy; *Educational Trends; Financial Support; Futures (of Society); Instructional Development; Needs Assessment; *Policy Formation; Program Administration; Program Implementation; Public Relations; Questionnaires; *Regional Schools; Secondary Education; Staff Development; State of the Art Reviews; State Programs; State Surveys; *Statewide Planning; Trend Analysis; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Washington

A study examined national trends and state policy in Washington State pertaining to the administration and funding of area vocational skills centers. During the study, key persons associated with Washington's skills centers were interviewed and surveyed concerning the following areas: policy and planning, curriculum and instruction, student services, staff development, public relations, and financial support. The researchers concluded that with fine-tuning, the existing administrative procedures at Washington's seven vocational skills centers will be even more effective. Unless funding patterns were to change radically, administrative councils composed of participating superintendents should be retained. To maintain local options and flexibility, centers need only general blueprints and technical assistance from the State; each center should be allowed to develop its own policy and procedure. The cooperative factor should be reinstated to allow sending districts to receive reimbursement for ongoing costs incurred by enabling students to attend an area center. State funds should be provided for replacement of equipment separate from funding available for new program start-up. Furthermore, the allowable hours for students attending skills centers should be increased from five to six per day. (Appendixes to this report contain a list of districts participating in skills centers, a list of 1984-1985 skills center offerings, and a summary of the survey findings.) (MN)

ED 255 748 CE 041 293

Welliver, M. Margaret
Volunteers in Public Schools/Adult Basic Education VIPS/ABE. Final Report.
State College Area School District, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 83
NOTE- 42p.; Prepared by the Continuing Education Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Evaluation; Program Development; *Program Implementation; Publicity; Recruitment; *Tutoring; Tutors; *Volunteers; *Volunteer Training
IDENTIFIERS- 310 Project

A project was designed to establish a model linkage between a well-established community service organization and an adult basic education (ABE) program. During 1982-83 members of the State College Kiwanis Club were recruited and trained as tutors in the State College Area School District ABE/General Educational Development (GED)/English as a Second Language (ESL) program. Support sessions were held to provide tutors and staff with opportunities for feedback, and volunteers were provided with a bibliography of resources. A handbook for volunteers was developed. Evaluation instruments were administered to students and tutors in each of the two project phases. Responses indicated success and alerted the project director to problem areas in need of improvement. Following the seven-page narrative are these appendixes: project correspondence, materials for tutor recruitment, tutors' reactions to visitation/orientation/training, training materials for staff regarding working successfully with volunteers, and results of student and tutor evaluation, including a report detailing achievement of objectives and problem areas. (YLB)

ED 255 763 CE 041 311

Lewis, Morgan; And Others
Forces and Factors Likely to Influence Vocational Education: Career Plans and Immigration.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 70p.; For a related document, see ED 245 061.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Disadvantaged; Educational Demand; Educational Needs; Educational Trends; *Enrollment Influences; Enrollment Projections; Futures (of Society); High Schools; *High School Seniors; Immigrants; Influences; Job Training; Minority Groups; Needs Assessment; Postsecondary Education; Trend Analysis; *Undocumented Immigrants; *Vocational Education
IDENTIFIERS- Impact Studies; United States

Two factors likely to have an impact upon vocational education are the career plans of high school seniors and recent immigration into the United States. Analysis of recent literature pertaining to these two issues reveals that the educational reform movement is affecting all secondary education, with 45 States having already increased their requirements for high school graduation and 3 more considering similar action. The number of high school seniors who planned to acquire a bachelor's degree declined in the 1970s. Although undocumented aliens receive most of the attention, it was estimated that at least twice as many documented as undocumented aliens were residing in the United States at the time of the 1980 census. These factors make it imperative that vocational education demonstrate its contribution to the attainment of broad educational goals or risk being squeezed from the secondary curriculum. If fewer high school graduates go on to college and fewer acquire vocational training in high school, it is likely that enrollments in postsecondary vocational programs will increase dramatically in coming years. Major efforts must be directed toward improving the employment preparation of minority teenagers from disadvantaged families. (MN)

ED 255 777 CG 018 109

Baranowski, Marc D.
Sex Differences in Adolescents' Relations with Grandparents.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Extended Family; Family Environment; *Family Relationship; *Grandparents; High Schools; High School Students; *Learning Experience; Parent Role; *Sex Differences; Sex Role; Sex Stereotypes; *Skill Development

Sex roles and sex differences in grandparent-grandchild relationships have begun to attract the attention of researchers in the field of extended family relations. Male (N=184) and female (N=221) students of a rural Maine high school responded to a questionnaire designed to examine sex differences in interactions between adolescents and their grandparents. The results showed that female grandchildren were more likely than male grandchildren to have learned a specific skill from grandparents, but there were no significant differences between male and female grandchildren on six other types of interactions: doing work for grandparents, having personal conversations with grandparents, talking about family history, grandparents telling stories about adolescents' parents, grandparents and grandchildren going on trips together, and grandparents giving advice. Female adolescents were no more likely than male adolescents to report being encouraged by parents to visit or talk to grandparents. Adolescents of both sexes reported that the majority of skills learned from grandparents had been taught by a same-sexed grandparent, and sex of grandparents was a stronger predictor of skill transmission than was maternal or paternal lineage. The specific types of skills learned from grandparents were largely in conformity with current sex role stereotypes. Eighteen reference items are listed. (Author/NRB)

ED 255 790 CG 018 122

Preventive Detention of Juveniles. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session. Oversight Hearing to Review the Recent Supreme Court Decision Relating to the Pretrial Detention of Juvenile Offenders. Serial No. J-98-145.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-98-1135
PUB DATE- 19 Jun 84
NOTE- 60p.; Some pages are marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Childrens Rights; *Crime Prevention; *Delinquency; *Due Process; Hearings; *Juvenile Courts
IDENTIFIERS- Congress 98th; Detention; *Juvenile Justice System; New York; *Schall v Martin; Supreme Court

This document contains prepared statements and witness testimony from the Congressional hearing on the pretrial detention of juveniles. The opening statement of Senator Arlen Specter, subcommittee chairman, is presented, focusing on the concerns arising from the Supreme Court decision in the case of Schall versus Martin (New York) which supports the constitutionality of preventive detention for juveniles. Testimony is presented from Martin Guggenheim, New York University Law School; Lenore Gittis, Attorney-in-Charge, Juvenile Rights Division, New York Legal Aid Society and Janet Fink, Assistant Attorney-in-Charge; Richard Lewis, District Attorney, Dauphin County, Pennsylvania; the Honorable Margaret Driscoll, Superior Court Judge, Bridgeport, Connecticut; Larry Schall, Juvenile Law Center, Philadelphia and Dolores Lee, Philadelphia; and Eric Warner, Juvenile Offense Bureau, Office of the Bronx District Attorney. Topics covered include the lack of adequate, appropriate facilities for detaining juveniles, the principle of the presumption of innocence, due process protection, and implications of the Schall decision for future social policy. (MCF)

ED 255 804 CG 018 136

Vredenburg, Karel; And Others

Sex Differences in Attitudes, Feelings, and Behaviors toward Computers.

PUB DATE- Aug 84

NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). This research was supported in part by a grant from the Medical Research Council of Canada.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *Computers; Emotional Response; Higher Education; Negative Attitudes; *Sex Differences; *Sex Role; Student Attitudes; Undergraduate Students

IDENTIFIERS- *Computer Anxiety

Despite the pervasiveness of computers and daily advances in computer technology, comparatively little is known about the psychological reactions and attitudes that individuals have toward computers. To investigate sex differences in attitudes, beliefs, feelings, thoughts, behaviors, and behavioral intentions toward computers, 157 male and 305 female undergraduate students were asked to complete a self-report questionnaire. Results showed that while there was no sex difference in access to computers, more men than women reported having used a computer, being enrolled in a computer course, and planning to purchase a computer. Both sexes believed computers to be male sex-typed. Men knew more about computers while women reported experiencing a greater fear of computers. The exponential growth of computers in all facets of life and all sectors of society underlines the necessity of developing successful strategies for dealing with the sex-typing and computer phobias identified in the present study. A seven-page reference list is appended. (LLL)

ED 255 818 CG 018 150

Kloss, James; And Others
Intervention Strategies for Dealing with Multi-Problem Families.
PUB DATE- Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Delivery Systems; *Family Problems; *Home Programs; *Interdisciplinary Approach; Parent Child Relationship; *Parent Education; *Prevention; Program Descriptions; Team Work; Young Children
IDENTIFIERS- *Behavior Management

This paper describes the Primary Prevention Project (PPP), a demonstration program of the Mendota Mental Health Institute in Madison, Wisconsin which provides services to multi-problem families with children under 3 years of age in order to prevent abuse and neglect, developmental delay, or future socio-emotional difficulty. The project's philosophy, organization, and development over the past 10 years are reviewed and a profile of clients served by PPP is included. Services offered by PPP which focus on parent-child interaction from birth are described and a service curriculum which follows the child's development is briefly outlined. Services discussed include instruction in infant massage, safety-proofing, training in play skills, and behavioral and child management techniques. The PPP treatment approach providing services in clients' homes is discussed with a special emphasis on how effective services can be delivered to multi-problem families. Five clusters of problems requiring special treatment are identified: parents who are emotionally disturbed; parents with cognitive limitations; families characterized by resistance, suspicion, and hostility; families characterized by disorganization; and families with mothers who are socially isolated, passive, and easily manipulated. Available PPP evaluation data are reviewed and the current status of the program is discussed. (NRB)

ED 255 832 CG 018 164

Solis, Julie

The Administration of Case Coordination Programs Serving the Hispanic and Anglo Elderly.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.

PUB DATE- 20 Nov 84

NOTE- 25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Coping; Cross Cultural Studies; Cultural Differences; Delivery Systems; *Hispanic Americans; *Older Adults; *Social Services; Social Support Groups; *Whites

A cross-cultural study was conducted on California's Multipurpose Senior Services Project, a case management project designed to improve community-based care for the elderly. The coping style differences between Hispanic and Anglo clients and the treatment style differences between Hispanic and Anglo workers were examined through structured interviews with 15 clients and 5 workers at a predominantly Hispanic site, and with 15 clients and 5 workers at a predominantly Anglo site. Differences were found between Hispanic and Anglo sites in terms of sociodemographic characteristics of the clients, client coping styles, and worker treatment styles. The data related to client coping style showed that the Anglos were somewhat more agency-oriented than the Hispanics but the report showed no appreciable ethnic difference in level of informal support. Both groups expressed dissatisfaction with the quality of familial supports. The data related to worker treatment style suggested that certain features of a case management project made it more effective and culturally relevant to the Hispanic elderly. Those features included the emphasis on paraprofessional involvement, the advocacy role of the agency, the enhancement of the client's informal support system, involvement in atypical functions, and intense case involvement. (NRB)

ED 255 846 CG 018 178

B[illegible]con, Beverley G.; And Others
A Component Analysis of Marriage Enrichment.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Needs; *Information Utilization; Interpersonal Competence; *Marital Satisfaction; Program Effectiveness; *Social Support Groups; Spouses; User Satisfaction (Information); *Verbal Communication
IDENTIFIERS- *Marriage Enrichment Programs

Although marriage enrichment programs have been shown to be effective for many couples, a multidimensional approach to assessment is needed in investigating these groups. The components of information and social support in successful marriage enrichment programs were compared in a completely crossed 2 x 2 factorial design with repeated measures. Participants (N=72) were married couples assigned to one of four treatment groups: assessment only; unstructured, social support; information only; and structured group with information and support. Subjects completed the Dyadic Adjustment Scale, the Personal Assessment of Intimacy in Relationships, and the Primary Communication Inventory, and were videotaped discussing a problem. Videotapes were coded using the Marital Interaction Coding System. The results showed that couples participating in treatment groups improved their marriages relative to those who underwent assessment only. Most of the effect seemed to be in increasing marital satisfaction and positive verbal behavior in couples who interacted with other couples. The information about marriage enrichment provided in the programs seemed to have little measurable effect. (NRB)

Eldredge, J. Lloyd; Butterfield, Dennie
Sacred Cows Make Good Hamburger. A Report on a Reading Research Project Titled "Testing the Sacred Cows in Reading."
PUB DATE- Dec 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Childrens Literature; Comparative Analysis; *Conventional Instruction; Elementary Education; Grouping (Instructional Purposes); Informal Reading Inventories; Phonics; Readability Formulas; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Interests; *Reading Research; Reading Skills; *Teacher Effectiveness; *Teaching Methods

Because of concern about the harmful effects of placing children in low reading groups, this study tested the following "sacred cows" in reading: (1) the use of informal reading inventories for grouping children in reading instruction, (2) the homogeneous grouping practices currently utilized in most classrooms in the United States, (3) the use of readability formulas to identify "appropriate" reading materials for children to read, (4) the idea that children can be taught to read effectively only via basal readers, and (5) the analytical phonics strategies used to teach children phonics skills. The five experimental programs involved in the study were assigned to second grade classrooms in four Utah school districts. Students in both experimental and control classrooms were administered pre- and posttests in reading, vocabulary, reading comprehension, phonics, self image, and interest in reading. Reading vocabulary and reading comprehension were tested using the Gates-MacGinitie Reading Test, Level B, Form 1. The findings suggest that by involving students in a lot of noninstructional reading and by using: (1) an analytical/synthetic decoding approach; (2) phonics to identify words not recognizable on sight; (3) heterogenous grouping; and (4) children's literature rather than basal readers, student reading achievement is significantly greater than it is for those taught by traditional methods. (Numerous tables of findings and seven appendixes contain material relevant to the study.) (EL)

ED 255 875   CS 007 989

Alvermann, Donna E.; And Others
Assessment of Classroom Interaction Dynamics.
PUB DATE- 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; Classroom Research; Comparative Analysis; Discussion (Teaching Technique); *Interaction; Interaction Process Analysis; *Interrater Reliability; Judges; *Measurement Techniques; Teacher Evaluation; *Teacher Student Relationship; Teaching Methods; *Test Reliability
IDENTIFIERS- *Assessment of Classroom Interaction Dynamics

To help teachers develop an awareness of how they structure a discussion, an instrument was constructed called the Assessment of Classroom Interaction Dynamics (ACID). Two expert judges and 26 trainees then participated in a study (1) to estimate interrater reliability between expert judges in the use of the ACID, (2) to assess the validity of the judgments made by the trainees, and (3) to estimate the reliability of the categories for detecting teacher differences. Data analyses revealed mixed results. On the one hand, the relatively good level of interrater reliability involving the expert judges indicated an observational instrument capable of yielding results not critically dependent upon the identity of a particular rater. Also, the relatively high level of agreement between the trainees and both experts suggests the instrument was easy to learn to use. On the other hand, ACID's reliability in differentiating among teachers was disappointing. None of the estimated categorical reliabilities reached an acceptable level. A copy of the assessment instrument is attached. (HOD)

ED 255 890 CS 008 005

Hanjian, Linda
Are the Interests of Third Grade Students the Same as the Topics Found in Their Classroom Basal Readers?
PUB DATE- May 85
NOTE- 36p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Basal Reading; Beginning Reading; *Childhood Interests; Comparative Analysis; Content Analysis; Grade 3; Instructional Materials; Primary Education; *Reading Instruction; *Reading Interests; *Reading Research

A study was conducted to determine whether the expressed reading interests of third grade students corresponded with the topics in their basal readers. Students indicated on an interest survey the kinds of stories they liked to read. Two fourth grade basal readers were analyzed--"Time to Wonder" by Holt, Rinehart and Winston, and "Clearing Paths" by D. C. Heath--and 22 interests were noted. These story categories were compared with the children's choices to determine if any agreement existed. The results indicated that the topics most frequently encountered in the classsroom basal series included poetry, animal stories, biographies, careers, and folk tales. While students' favorite category of stories was adventure, stories of this type occurred infrequently in the two basal series surveyed. (A copy of the survey instrument is appended.) (HTH)

ED 255 906 CS 008 028

Thomas, Carol H.
Sports Splash: A Handbook of Reading Activities for Use with Children. A Fun with Reading Book.

REPORT NO.- ISBN-0-89774-000-9
PUB DATE- 83
NOTE- 120p.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Curriculum Enrichment; Directed Reading Activity; Elementary Education; *Learning Activities; *Reading Instruction; Reading Materials; *Reading Programs; Reading Skills; Reading Strategies; Recreational Reading; Supplementary Reading Materials

Intended for individuals involved in teaching children to read--parents, teachers, librarians, and reading specialists--this handbook provides activities and resources to supplement programs designed to encourage children's enjoyment of books. The reading activities presented in this handbook have been developed around a sports theme. The introductory sections are designed to acquaint the user with the interests and abilities at various age levels and to help in setting goals, scheduling, recruiting and using volunteers, and publicizing programs. The major portion of the handbook is made up of ideas and activities related to the following sports categories: individual sports, partner sports, racing sports, team sports, water sports, winter sports, and miscellaneous sports. Within each category are display and exhibit ideas corresponding to the particular type of sport, suggestions for special events, and a variety of activities that may be used individually or in combination. Also included are several pages of "camera-ready" copy that may be used for flyers advertising various programs, designs for bookmarks, and patterns for mobiles and awards, or to decorate writing or drawing assignments. Concluding each sports category is a list of books, both fiction and nonfiction, as well as journals and nonprint media that may be used in conjunction with the activities already suggested or as resources for further programing ideas. (EL)

ED 255 921 CS 208 819

Fredrick, Vicki
A Study of Revision in the 1984 Wisconsin Writing Assessment.
Bulletin No. 5304.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE- Mar 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Revision (Written Composition); *State Programs; Writing (Composition); *Writing Evaluation; Writing Exercises; *Writing Research; *Writing Skills
IDENTIFIERS- Wisconsin

The 1981 and 1984 studies of revision, developed by the Wisconsin Pupil Assessment Program, are described in this document, which examines how well students are able to revise their own papers. Contents include an explanation of how the 1981 and 1984 evaluation criteria were created; an overview of the results of the 1984 revision study for grades 5, 8, and 11; a summary of significant findings regarding the kinds, extent, and quality of revisions made; a discussion of the relationship between student responses to the questionnaire and the revision study; observations and teaching suggestions; and a summary of writing curricular and instructional recommendations. The observations and teaching suggestions section summarizes the observations about the revisions and combines them with teaching suggestions in the following categories: prewriting, surface features, information, combining and rewording, beginnings and endings, reorganizing, the total extent of revision, and the overall quality of revision. Appendix A provides a model for workshop design, while Appendix B shows the Wisconsin Revision Study Design. In Appendix C the revision study data are organized according to the categories of revisions already mentioned. It contains the kinds, extent, and quality of revisions compared with test scores; the kinds, extent, and quality of revisions made by males and females; and questionnaire responses compared with revision study results. (EL)

ED 255 935 CS 208 845

Shapiro, Nancy S.

Rhetorical Maturity and Perry's Scheme of Cognitive Complexity.

PUB DATE- Mar 85

NOTE- 29p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; College Students; Higher Education; *Intellectual Development; Learning Theories; *Maturity (Individuals); *Rhetoric; *Writing Evaluation; *Writing Research; *Writing Skills

IDENTIFIERS- Audience Awareness; *Perry Scheme of Intellectual Ethical Development

To investigate the relationship between the intellectual maturity of college students and evidence of rhetorical maturity in their writing, 70 student essays were evaluated on three independent measures: W. G. Perry's scale of intellectual development, P. G. Diederich's scale of writing competence, and a measure of audience awareness based on the writer's constructed context. The study addressed the question of why some students write better than others. General language abilities (e.g., vocabulary, gyntactic maturity) cannot account for all the differences between good and poor writing. By focusing on college students who presumably have the necessary preliminary tools to write (spelling, vocabulary, syntactic options), the study sought to examine the differences in the students' rhetorical maturity with respect to writing competence and context. It was hypothesized that students who had moved through the more complex positions on Perry's model of intellectual development would have internalized the need to provide necessary and appropriate context in their writing. The subjects represented both traditional and older undergraduate and graduate students across a broad spectrum of majors. The results suggested that aspects of intellectual development described by Perry's theory (critical thinking, questioning assumptions, drawing conclusions) were significantly related to the quality of student writing. Results also indicated that levels of cognitive development among college students had a statistically significant relationship to both writing competence and constructed context. (Author/HOD)

ED 255 950 CS 208 915

Johnson, Sammye
Attitudes, Values and Background of High School Journalists Compared with the Media Elite.
PUB DATE- Aug 85
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Demography; High Schools; *High School Students; *Journalism; Journalism Education; *Mass Media; *Media Research; Political Issues; Social Problems; Socioeconomic Background; *Student Attitudes
IDENTIFIERS- *Journalists

To compare attitudes, values, and background of high school journalists with those of the media elite (journalists already working in the media), a survey was administered to 132 public and private high school students attending the Trinity University Journalism Institute during June 5-9, 1983. These students were the editors of their newspapers, yearbooks, and literary magazines. Students' personal backgrounds, such as fathers' educational and occupational status, metropolitan environment, and solid middle or upple middle class homes, were similar to those of adult journalists surveyed. Students either matched or exceeded the privileged levels reported by the media elite. On half of the social and political issues included--which featured questions about abortion, income limits, affirmative action, homosexual rights, and environmental protection--students scored about the same as the adult media elite. However, students are much more religious than the media elite. It appears that journalists may be moving to the right on a number of attitudes. The survey will be replicated each year during the Journalism Institute, with followup surveys being made to determine whether students majored in journalism, attended selected colleges, or changed their attitudes and values on social and political issues. (DF)

ED 255 965 CS 504 904

Smith, Anthony F.; Hellweg, Susan A.

Work and Supervisor Satisfaction as a Function of Subordinate Perceptions of Communication Competence of Self and Supervisor.

PUB DATE- May 85
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Communication Problems; *Communication Research; Communication Skills; *Employer Employee Relationship; *Interpersonal Communication; *Interpersonal Competence; *Job Satisfaction; *Organizational Communication; Speech Communication
IDENTIFIERS- *Self Awareness

A study investigated relationships between subordinate perceptions of the communication competence of self and supervisor, and subordinate perceptions of supervisor and work satisfaction. The hypotheses were the following: (1) subordinates' satisfaction with their supervisors will vary as a function of their perceptions of their supervisors' communication competence; (2) subordinates' satisfaction with their supervisors will vary as a function of their perception of their own communication competence; (3) subordinates' work satisfaction will vary as a function of their perception of their own communication competence; and (4) subordinates' work satisfaction will vary as a function of their perception of their supervisors' communication competence. To test the hypotheses, data from the Job Description Index and the Communicator Competence Questionnaire were subjected to correlation and regression tests. Fifty-four marketing managers of a petroleum firm completed the questionnaires. All hypotheses were confirmed. The study lends further support to the assertion that communication is an integral part of job satisfaction. Future investigation might look at such demographic variables as subject age and tenure in the organization. Research should also be conducted in other types of organizations to determine the overall generalizability of the present results. Finally, it could be advantageous to extend the present research to determine the causal relationships between the variables investigated. (EL)

ED 255 995 EA 017 432

Schiefelbein, Ernesto
Educational Research in Latin America.
PUB DATE- 85
NOTE- 11p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p125-35, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Financial Support; Foreign Countries; Government Role; *Information Dissemination; International Cooperation; Research Utilization
IDENTIFIERS- *Latin America; Research Trends

While educational research efforts have increased dramatically in Latin America in recent years, diffusion and application of the results remain severely restricted. In this chapter, national and international attention focused on educational research in Latin America from the 1950's to the present is reviewed; particular attention is paid to the development of information dissemination capabilities. The sources of funding for research, the increase in national conferences, and the extent of publication of research-related materials are considered. Comments follow on the influence of centralized national control on educational research and the use of research results. Research results are reported as having become politically important and affecting decisions that have potential socioeconomic impact. The chapter closes with observations on trends in government-sponsored and independent research, including increasing attempts at combining available research results with educated guesswork to develop broad theories applicable to aspects of education in which further research is needed. (PGD)

ED 256 010 EA 017 630

Ferguson, Bob
Designing and Implementing a Quality Computer Program.
Fallbrook Union Elementary School District, CA.
PUB DATE- Jan 85
NOTE- 39p.; Developed by a grant from California Educational Initiatives Fund.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Computer Literacy; Computers; Computer Science Education; Computer Software; Curriculum Design; *Curriculum Development; Elementary Education; Financial Support; Inservice Teacher Education; Junior High Schools; *Program Development
IDENTIFIERS- Fallbrook Union School District CA

Checklists and other materials to be used in planning and implementing computer literacy and computer skills programs in a kindergarten-to-eighth grade school system are presented in this packet, originally intended to supplement oral presentations. The materials were developed in California's Fallbrook Union Elementary School District in the course of the district's own planning and implementation process. The materials presented include a diagram of the structure of Fallbrook Union's computer literacy program and checklists of questions to be considered by planners concerning the superintendent's role, the board of education's role, the financial resources available, inservice training for teachers, evaluation of hardware and software, facility requirements, the role of a computer student planning committee, and program evaluation. Other materials include tables comparing the relative advantages of locating computers in classrooms or in special computer labs; a list of funding sources (particularly relevant to California); a curricular plan outlining the information and skills to be taught to students, the specific competencies students are to demonstrate, and the grade level at which the curricular elements are to be introduced, expanded upon, and reinforced; and a brief description of a computer inservice plan. (PGD)

ED 255 980 EA 017 134

Hennessy, Rose Marie; O'Brien, Thomas C., Ed.
Principal as Prophet.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 83
NOTE- 33p.; For related documents, see EA 017 135-138.
AVAILABLE FROM- National Catholic Educational Association, Publication Sales, 1077 30th Street, N.W., Suite 100, Washington, DC 20007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Catholic Educators; Catholics; *Catholic Schools; Check Lists; Elementary Secondary Education; Parents; Parochial Schools; Priests; *Principals; *Religious Education; Resource Materials

The first in a set of five publications on the educational "ministry" begins with the title essay by Sister Rose Marie Hennessy. Citing Old and New Testament passages, the essay suggests that the Catholic School principal lives out a form of prophetic leadership in the church: to serve a given community in its relationship to God. "Guidelines for Reflection for Catholic School Principals," by Sister Mary James Merrick, further supports the concept that Christian administrators receive a special calling by citing scripture. God's grace in the principal's life, basic theological views, characteristics of Christian administrators, and the ministry of administration are briefly considered. A checklist, in the form of questions, pertaining to ways of relating with parents, the pastor, teachers, and children is followed by questions for reflection and suggested scripture readings. "Guidelines for Relection for Diocesan Office Personnel," by Brother Dominic Berardelli, asks a series of questions to suggest practical ways diocesan offices can redirect their school administrators to their authentic purpose as spiritual leaders of the school community. The final essay, "Guidelines for Reflections for Parish Directors of Religious Education," by Thomas Smith, outlines the responsibilities of the director of religious education (DRE) and suggests a model of the DRE as a prophet. (MLF)

ED 255 627 CE 040 618

Bicycles in Traffic. North Carolina Driver Education Handbook.
East Carolina Univ., Greenville, N.C.
SPONS. AGENCY- North Carolina State Dept. of Transportation, Raleigh.
PUB DATE- 78
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Adult Education; Behavioral Objectives; *Bicycling; *Driver Education; *Safety Education; Secondary Education; *Traffic Accidents; *Traffic Safety; Units of Study
IDENTIFIERS- *Bicycles

This unit is designed to provide driver educators with information for teaching automobile drivers about the traffic-mix problem between bicycles and motor vehicles on roadways. The purpose of the unit is to improve the safety of bicyclists on North Carolina highways and help to decrease the number of bicycle deaths and injuries caused by traffic accidents. Material is divided into two parts. Each part begins with a list of objectives followed by informative material. Part 1 covers historical relationships between the automobile and bicycle; cycle uses, cyclists, and behavior characteristics; and types of bicycles. Part 2 concerns bicycles as factors in traffic accidents, the most common automobile/bicycle accidents, bicycle-initiated accidents, and automobile driver-initiated accidents. Transparency masters are provided that reinforce classroom instruction. A list cites additional resources that would be helpful for teaching bicycle safety in a driver education class. Other references are also listed. (YLB)

ED 255 654 CE 041 097

Seaman, Virgil A.; Steck, Francis X.
Robotics Applications for the Curriculum to Reflect Technology.
PUB DATE- 30 Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Industrial Arts Association (San Diego, CA, March 30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Oriented Programs; Curriculum Development; Elementary Education; Fused Curriculum; Guidelines; *Industrial Arts; *Integrated Activities; *Learning Activities; *Robotics; Secondary Education; Teaching Methods; *Technical Education; Technological Advancement; Trade and Industrial Education; Units of Study

This document contains suggestions for integrating the elements of robotics into technology education courses from elementary through junior high and high school levels. Eighteen courses into which robotics instruction can be incorporated are listed. They include the following: exploring industry and technology, introduction to industrial and technological systems, communication systems, electronic communication systems, construction systems, electromechanical systems and servicing, construction planning and design, constructing and servicing structures and systems manufacturing systems, manufacturing materials and processes, product and production system design, manufacturing production systems, transportation systems, technical elements of transportation, planning and designing transportation systems, human and product transporting systems, research and development, and entrepreneurship. For each course title, grade level and size of school are given; robotics learning activities are detailed in a step-by-step fashion. A brief bibliography is included in the guide. (KC)

ED 255 667 CE 041 131

Tinius, Jack
A Competency Certificate Model for Microcomputers.
PUB DATE- 29 Mar 85
NOTE- 44p.; Paper presented at the American Technical Education Association Convention (Charleston, SC, March 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competence; *Competency Based Education; *Computer Oriented Programs; *Databases; *Educational Certificates; Microcomputers; Models; Postsecondary Education; Program Development; Skills; *Student Evaluation; Student Records; *Vocational Education
IDENTIFIERS- *Database Management Systems; dBASE II

Trident Technical College developed a process using microcomputers to produce certificates for competency-based curricula. At the beginning of the process, criteria were set for the program. A software program was needed that used available computers, was easy to use, and produced a competency statement that was easy to read and interpret. A database management system, dBASE II, was chosen. A program was developed that: (1) uses data that instructors collect in evaluating students, (2) evaluates this data and assigns a skill level to competencies achieved in a given course of instruction, (3) stores data in student files, and (4) consolidates data, and lists competencies and skill level achievement for the student, in order to produce the competency certificate. (A schematic shows the basic pattern of the program. Appendixes, amounting to over one-half of the paper, include a user's guide that provides instructions on how to enter data to produce a competency certificate and shows the various menus and all of the products provided through the print menu.) (YLB)

Rasmussen, R. Stephen
Developing a Model Vocational Agriculture Curriculum for High Schools in North Central Washington. Final Report.
Eastmont School District, East Wenatchee, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 1 Dec 84
NOTE- 40p.; A Curriculum Development Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Agricultural Occupations; Behavioral Objectives; Course Content; Course Descriptions; *Curriculum Development; *Entry Workers; High Schools; Horticulture; Job Skills; Learning Activities; Material Development; Models; Pilot Projects; Power Technology; Program Implementation; *Regional Planning; Small Engine Mechanics; State Curriculum Guides; Units of Study; *Vocational Education; Welding
IDENTIFIERS- Washington

A project was conducted to develop a model vocational agriculture curriculum for high schools in north central Washington. During the project, units of instruction were developed that addressed the job skills needed by entry-level workers to fill jobs existing in agricultural occupations in the north central region of Washington. A pilot test of the curriculum developed was begun in two high schools during the 1984-1985 school year and is slated to continue throughout the year. (This report includes the project-developed model curriculum and its design; a statement of the philosophy of the curriculum; and descriptions of courses in the following subject areas: agricultural science, horticulture, advanced horticulture, agricultural welding, small engines, and power mechanics. Each course description contains lists of unit topics; estimated unit completion times; lists of student learning objectives addressed in each unit; and a list of suggested references, instructional materials, and learning activities.) (MN)

ED 255 693   CE 041 166

Electronic Technologies in the Wisconsin Vocational, Technical and Adult Education System. A Resource Guide for Implementation and Utilization.

Wisconsin Vocational, Technical and Adult Education Administrators' Association.

PUB DATE- May 85

NOTE- 59p.; Prepared by the Research, Planning and Development Committee.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Closed Circuit Television; Computer Oriented Programs; Delivery Systems; *Educational Equipment; *Educational Innovation; *Educational Media; *Educational Technology; Educational Television; Postsecondary Education; Program Descriptions; *Program Implementation; State Programs; Technical Education; *Technological Advancement; Two Year Colleges; Vocational Education

IDENTIFIERS- *Wisconsin Vocational Technical Adult Ed Districts

A study was conducted in Wisconsin to determine which electronic technologies were currently in place, being implemented, and/or being considered for implementation in the state's 16 Vocational, Technical, and Adult Education (VTAE) districts. All 16 of the VTAE districts were surveyed in order to describe the electronic technologies currently being used at each institution, the extent to which the technologies have been implemented, and the details of these technologies. The results of the survey indicated that the 16 VTAE districts are substantially involved with 78 new and emerging electronic technologies. The degree of involvement varied among districts and included research, experimentation, operation, and significant experience with the technology applications. The most common applications within the VTAE system were word processing, computer-assisted design, optical scanning (grading, testing, etc.), internal closed-system educational television, and online student registration. More than 40 of the applications were in the areas of instructional delivery and classroom use, with the remainder being in administrative and student support. The least-implemented applications were low-power educational television, call-up educational programming, work cells used in instruction, instructional television fixed service, and computer teleconferencing. (The bulk of this report consists of information on each of the 78 electronic technologies in use in the Wisconsin VTAE system. For each of the technologies, the predominant features are listed: benefits; barriers; population served; cost for installation, equipment, personnel and operation; and advice.) (KC)

ED 255 707 CE 041 195

Stone, James R., III
Outcome Standards for Secondary Marketing Education.
PUB DATE- Dec 84
NOTE- 16p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Competence; Delphi Technique; *Distributive Education; *Educational Quality; Educational Research; Education Work Relationship; *Marketing; *Outcomes of Education; Program Effectiveness; *Relevance (Education); Secondary Education; *Standards; Student Attitudes; Teacher Attitudes; Work Attitudes

A national panel consisting of marketing education advisory committee members, former marketing education students, and marketing education teacher-coordinators reacted to a list of 34 outcome standards developed through a literature review. The 34 standards focused on program quality, program relevance, individual transition to and growth in the world of work, and program impact on support and usage of secondary marketing education. For the study a two-round Delphi technique was used. Of the 34 outcomes, 24 were identified as very important for secondary marketing education. Within these 24 standards, those focusing on the job, job performance, and attitudes towards the job tended to draw a stronger positive response than did those standards focusing on the individual. Recommendations were that the 24 standards be adopted as those to which secondary marketing education programs be held accountable and that each state develop a posttest for program completers and a longitudinal followup of students and employers. (Author/YLB)

Taylor, James C.
Socio-Technical Systems Analysis and Manufacturing Technology: Addressing "Big Brother" and Computers in Blue-Collar Work.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Case Studies; Human Factors Engineering; *Humanization; *Job Development; Job Satisfaction; Organizational Climate; Productivity; *Systems Approach; *Technological Advancement; Technology; *Work Environment
IDENTIFIERS- *Quality of Working Life; *Sociotechnical System Approach; United States

For more than 80 years, jobs in the United States have been designed by people for others. For most of these years, the experts in job design have placed the production technology above the job holder in importance. Since the 1950s, many jobs have been redesigned around new, computer-based technology. Often, the net effect has been to make those jobs more tedious or virtually to eliminate them. The socio-technical system (STS) approach to work design has evolved as a theory of understanding the complex interaction between technology and human organization, and as a method to improve technical effectiveness and quality of working life. It has done this by addressing both of these factors simultaneously as a means of pursuing organizational purpose and values. The management theory that results has been addressed to larger, more complex human systems. The work that results from the STS design methodology differs from the jobs of the past by creating roles as integral organs of a living system, not as parts of a well-engineered machine. Such a system has been in effect for more than five years at the Zilog, Inc., semiconductor plant. It has resulted in highly reduced turnover, increased production, and a high degree of worker satisfaction with the quality of working life. (KC)

ED 255 749 CE 041 296

Bacon, E. Miles
Planning for Multi-Center CBVE Programs. Final Report from August 1, 1983 to August 30, 1984.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Aug 84
NOTE- 187p.; For related documents, see CE 041 297-303.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Core Curriculum; Curriculum Development; *Elective Courses; Inservice Teacher Education; Job Skills; *Learning Modules; Material Development; Postsecondary Education; Program Implementation; Secondary Education; *Teacher Developed Materials; *Vocational Education; Vocational Schools

A project was undertaken to implement competency-based vocational education (CBVE) programs at the three technical centers in Palm Beach County, Florida. Project staff presented staff development activities designed to orient vocational educators to the multi-center CBVE planning system. Valuable support services were also provided to vocational instructors in resource coordination and curriculum development. Core/option plans were developed for 25 program areas. "Write Student Learning Guides" was developed to aid instructors in developing learning packets. During the project year, 79 learning guides and a checklist to aid instructors in evaluating their learning guides were developed. Following the 10-page narrative are extensive appendixes. The 25 core/option plans detail the core curriculum and related tasks as well as options and related tasks. The learning guide on how to write student learning guides contains performance and enabling objectives; learning activities, resources, instruction sheet, and self-check for each enabling objective; and a performance test. A listing of completed learning guides and the learning guide checklist are also provided. (YLB)

Franchak, Stephen J.; And Others
Involving Business, Industry, and Labor: Guidelines for Planning and Evaluating Vocational Education Programs. Research and Development Series No. 250.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 91p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD250--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; Case Studies; *Cooperative Planning; Educational Cooperation; Educational Needs; Educational Planning; Evaluation Criteria; Evaluation Methods; Guidelines; Industry; Models; Needs Assessment; Participation; Postsecondary Education; *Program Development; *Program Evaluation; *School Business Relationship; *School Support; Secondary Education; Unions; *Vocational Education
IDENTIFIERS- Private Sector

This guide is designed to serve as a resource for vocational education administrators and educators involved in planning and evaluating vocational programs on the state or local level. The first chapter deals with the history and benefits of cooperation between vocational education and the private sector. Addressed in the remaining chapters of the handbook are procedures for involving business, industry, and labor in vocational programs; creating initial involvement; planning together; evaluating together; and working together using techniques for effective involvement. Appendixes to the guide include descriptions of the data collection procedures used during compilation of the manual and a series of case-site reports. Also included in the guide are seven figures, three worksheets, a list of further readings, and a reference list (MN).

ED 255 778 CG 018 110

Maiden, R.; And Others

Rural Elderly: Impact of Social, Psychological Health and Demographic Experiences on Adjustment in Women and Men.

PUB DATE- Nov 84

NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984.)

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Spreches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Demography; *Health; Income; Individual Differences; *Older Adults; Psychological Characteristics; Retirement; *Rural Population; *Sex Differences; Social Isolation; *Well Being; Work Attitudes

An amended form of the Older American's Status and Needs Assessment Questionnaire assessed the prevalence of adjustment, as measured by the Bradburn Affect Scale, in a random stratified sample of 301 female and 140 male elderly rural residents in Allegany County, New York. The relationship between adjustment and biosocial, demographic, social, and personal problems, political participation, retirement, income, and other pertinent variables was investigated along with interactions by gender. Biosocial (health and physical disabilities), social isolation, housing, feelings about work and retirement, and social control all contributed significantly to adjustment. Sex role interacted with social isolation, biosocial factors, and retirement, but there were no significant differences among most demographic variables, perceived personal problems, and self-reported social-personality factors. Health, retirement, marriage, and income played a more important role in psychological well-being for women than for men; the women respondents were older, more likely to be unmarried, and had much lower incomes than men. For both sexes, personal problems played a major role in maladjustment. Some sex differences were found in self-reported levels of health, number of physicians seen in the past year, religiosity, and feeling part of the neighborhood. All of these factors were more important in the negative affect of women than of men. (NRB)

ED 255 791 CG 018 123

Samuel, William; Nilsen, Paul

Conditions Favoring a Facilitation Effect in the Learned Helplessness Paradigm.

PUB DATE- Aug 83

NOTE- 45p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Research supported by grants from the Foundation of California State University, Sacramento.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at ..." (150)

DESCRIPTORS- Arousal Patterns; Attribution Theory; College Students; Females; Heart Rate; *Helplessness; Higher Education; *Individual Power; Locus of Control; Noise (Sound); *Performance Factors; Psychological Patterns; *Stress Variables

IDENTIFIERS- Moods

Following a traditional learned helplessness paradigm, subjects initially tried to terminate random bursts of noise using a button-pressing manipulandum and next tried to solve 20 serially-presented anagrams. The noise was broadcast at either a loud or soft intensity, and the subject's button-pressing was either successful (Escape condition) or unsuccessful (Inescape condition) in terminating the noise or, in a control (Signal) condition, served as a cue to the experimenter that the noise had been heard. In Experiment 1, subjects were evenly divided between males and females and the manipulandum had two buttons available for pressing. Although the Inescape group perceived itself as having virtually no control over the noise, there was little evidence among these subjects of the debilitation in anagram performance which is characteristic of learned helplessness. Instead, the performance of females exposed to inescapable soft noise was significantly facilitated relative to that of females in the Escape and Signal groups. In Experiment 2, all subjects were female, and the manipulandum had either one or two buttons on it. Once again, the anagram performance of subjects in the Inescape group was somewhat better than that of subjects in the Escape and Signal groups. Combined data for female subjects using a two-button manipulandum in Experiments 1 and 2 showed clear evidence of facilitated performance among those exposed to inescapable soft noise. Self-reported symptoms of arousal and mood as well as directly monitored heart rate suggested that subjects' internal states strongly influenced their task performance. Four pages of references conclude the document. (Author)

ED 255 805 CG 018 137

Warchal, Peter; Southern, Stephen
Counseling Needs among Adult Students on a Community College Campus.

PUB DATE- 84
NOTE- 31p.; Tables are marginally legible because of small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *Adult Students; Age Differences; *Counseling Services; Developmental Stages; Sex Differences; *Student Needs; Two Year Colleges

Little research has been conducted with adult students to identify their counseling needs. To investigate whether adult student perceptions of counseling needs are related to their developmental stage, and their relative importance, 878 community college students, who were 18 years of age and older, and who attended evening and weekend classes were surveyed. A demographic information sheet and survey of student counseling needs were administered in packet form by the regular class instructors. The results indicated that respondents across developmental, sex, marital, and employment status groups tended to endorse the same 12 needs, although their rank-ordering varied. There were few differences in the perceptions of needs between younger, traditional students and older, nontraditional students. Younger students assigned greater importance to choosing academic courses and programs, identifying financial aid sources, improving job seeking skills, and coping with leisure time. The older adult students reported greater need of coping with parenting difficulties. The middle groups, those aged 23-27 and 28-37, did not differ much from the younger students. Although the results of this study do not support the existence of many differences in the perceived counseling needs of traditional young adult and nontraditional older adult students, the findings suggest that detailed analysis of specific subgroups may be warranted in future studies and program planning. (LLL)

ED 255 819 CG 018 151

Smith, Suzanna D.
Family Stress Theory: Review and Critique.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Coping; Emotional Response; *Family Problems; Family Relationship; *Models; Perception; Psychological Patterns; Stress Management; *Stress Variables
IDENTIFIERS- *Double ABCX Model

In the Double ABCX Model, family stress is defined as an imbalance in demands (the A factor: stressor event, related hardships, prior strains), and capabilities or resources (the B factor). The family's definition (C factor) of the imbalance influences its impact. When the family is unable to balance demands and capabilities without making a change in its structure and interaction patterns, a crisis (X) occurs. The Double ABCX Model as a theory of family stress presents some problems: unclear definitions of concepts; a structural, static model; and the fact that the theory is actually not a theory, but a scale model. These conceptual and theoretical weaknesses limit the usefulness of this model. Potential solutions to some of these problems can be found in a transactional paradigm which represents human behavior as a relational process between the person and the environment, and which captures the dynamic process of response to stress. Family paradigms as regulators of family-environment transactions, stages of the coping process, and variables affecting coping are promising areas of study. (NRB)

ED 255 833 CG 018 165

Ingoldsby, Bron B.; McKim, Suzanne
Family Expressiveness: Sex and Socioeconomic Class Differences.
PUB DATE- Oct 83
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Emotional Response; Family Involvement; *Interpersonal Communication; Interpersonal Relationship; Parent Child Relationship; *Self Disclosure (Individuals); *Self Expression; *Sex Differences; *Socioeconomic Status; Spouses

Communication, particularly in the form of self-disclosure or emotional expressiveness is important to happy, healthy relationships. Differences in emotional expressiveness between sexes, between socioeconomic groups, and within each of these groups were examined in 48 males and 44 females from high and low socioeconomic (SES) groups. Subjects completed the Emotional Expressiveness Scale, answering questions about love, anger, happiness, and sadness; they also designated the target person to whom these emotions were directed by checking responses for people, spouse, or child. The results indicated that females from both SES groups were more expressive in the emotions of happiness and sadness. High SES females appeared to be the most expressive of all groups. Individuals in the high SES group were significantly more expressive of anger to people and to their spouses, and more expressive of sadness to spouses than were low SES individuals. Low SES females were more expressive of happiness to people than were high SES males. All groups exhibited significantly greater expression of all emotions, except anger, to family members than to non-family members. Males exhibited more expressiveness to spouse than to child, whereas females did not differ significantly in the expression of love between spouse and child. (The Emotional Expessiveness Scale is appended.) (NRB)

ED 255 847 CG 018 179

Petersen, Anne C.; Ebata, Aaron T.
Psychopathology in Adolescence: Does Development Play a Role?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 84
NOTE- 49p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- MH-30252/38142
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) - Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Anxiety; Behavior Problems; *Coping; Depression (Psychology); Models; Psychological Patterns; *Psychopathology; *Stress Variables
IDENTIFIERS- *Life Span Development

Thos paper discusses myths about adolescent psychopathology, including the beliefs that psychopathology is a normal state in adolescence; that adolescents grow out of their psychopathology; and that with regard to psychopathology, adolescents are either like adults or like children. Key features of adolescent development are summarized, the life span developmental perspective is explained, and developmental changes in adolescence are considered in the areas of biological change, cognition, and psychological and social development. Context changes in adolescence are examined in the family, peer groups, schools, and society. Three categories of psychopathology in adolescence are presented as the most common examples: anxiety, depression, and conduct disorders. A model for the development of psychopathology in adolescence is discussed which integrates the evidence from adolescent development as well as psychopathology. Several key features in the development of adolescent psychopathology are considered. These include the individual's coping skills; the dangers of maladaptive, regressive coping styles; biological components of psychopathology; individual characteristics which may elicit psychopathology; eliciting factors of the social context; the cumulative process; risk and protective factors; and stressful life events. (NRB)

ED 255 862 CS 007 947

McConkie, G. W.; And Others
Some Temporal Characteristics of Processing during Reading. Technical Report No. 331.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Clearinghouse for Mental Health Information (DHHS/NIMH), Rockville, MD.
PUB DATE- Mar 85
NOTE- 65p.
CONTRACT- 400-81-0030
GRANT- NIMH32884
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Eye Fixations; *Eye Movements; Higher Education; Language Processing; Letters (Alphabet); *Reading Processes; *Reading Research

Fourteen college students read passages displayed on a cathode-ray tube as their eye movements were monitored in a study that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event that event can affect eye movement control, and (3) how soon in a fixation the presence of an orthographically inappropriate letter string can be shown to influence eye movement decisions. During occasional fixations, all letters to the left of the directly fixated letter or all letters more than four to the right of the fixated letter were replaced by other letters. This replacement occurred either for only the first ms. of the fixation or only after the first 100 ms. of the fixation. The eye movement data indicated that the eyes can respond to change in the visual stimulus within less than 100 ms., and to orthographic irregularity in the text within less than 160 ms. No evidence was found for a left-to-right attentional scan during a fixation. The findings suggest that the response time of the eyes is shorter than usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed. In addition, they show that much of the processing takes place too late to affect the immediately following saccade and hence is revealed only later in the eye movement pattern. Thirty-six references are listed. (Author/FL)

ED 255 876 CS 007 390

McNeil, John D.
Reading Comprehension: New Directions for Classroom Practice.
REPORT NO.- ISBN-0-673-15835-7
PUB DATE- 84
NOTE- 176p.
AVAILABLE FROM- Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Learning Theories; Metacognition; Prior Learning; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Strategies; Teacher Education; *Teaching Methods; Vocabulary Development

Intended for use in undergraduate and graduate courses in reading methods, as well as by classroom teachers, this book brings together teaching strategies and materials suggested by recent developments in the study of reading comprehension. Each of the eight chapters includes the background and rationale for the practices described. The first three chapters contain much of the constructivist theory that is important in understanding newer teaching and learning strategies. The emphasis in these chapters is upon assimilation in reading, the linking of prior experiences to new information and knowledge. The fourth chapter emphasizes accommodation, the modification of those preconceptions or alternate frameworks that keep students from acquiring and using new knowledge from text. The fifth chapter illustrates how studies of metacognition relate to teaching students to learn more effectively as independent readers. The last three chapters provide new strategies for vocabulary development, following the structure of a passage, identifying a writer's technique, and formulating the main thought of a passage. (HOD)

ED 255 891 CS 008 006

Harlin, Rebecca P.

What Do Prereaders Know about Print?

PUB DATE- 8 Nov 84

NOTE- 19p.; Paper presented at the Annual Conference of the New York State Reading Association (18th, Kiamesha Lake, NY, November 6-11, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Aptitude; Cognitive Processes; Developmental Stages; Educationally Disadvantaged; Evaluation Methods; Primary Education; *Reading Achievement; *Reading Diagnosis; *Reading Readiness; *Reading Research; Remedial Reading; *Test Validity

IDENTIFIERS- Concepts about Print Test; *Print Awareness

A study explored the relationship between print awareness and subsequent reading achievement in children. Specifically it measured changes in the development of print awareness across age and grade levels and across time, and compared the levels of lower-ability, educationally disadvantaged children in second and third grades to that of their predecessors in kindergarten and first grade. The 126 subjects included children from kindergarten and first grade, and Title I second and third grade students. Students' performance on reading readiness, reading achievement, and print awareness measures was evaluated. Test results indicated that older subjects demonstrated greater print awareness than the younger subjects, and that print awareness increased by age and by grade level of the subject, although the change was not equal for all grades. There was a moderately strong, positive relationship between the level of print awareness and the level of reading readiness. The "Concepts about Print Test, Sand," proved to be an adequate predictor of reading achievement. This measure's ease of administration should recommend its use in the classroom as well as the reading clinic. (HTH)

ED 255 907 CS 008 030

Ortony, Andrew; And Others
Cultural and Instructional Influences on Figurative Language
Comprehension by Inner City Children. Technical Report No. 335.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 28p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Dialects; Concept Formation; *Creative Writing; Elementary Education; *Figurative Language; *Language Processing; *Language Research; Metaphors; *Reading Comprehension; Urban Education; *Urban Language; Writing Instruction
IDENTIFIERS- *Sounding (Language)

To discover whether increased exposure to and understanding of figurative uses of language would result in improved performance on a metaphorical language comprehension test, gains were measured on a figurative language test that was administered twice, approximately four months apart, to a total of 319 elementary school children in Harlem, New York. Specifically, the study examined children's exposure to and participation in the creative, verbal street game called "sounding" or "playing the dozens," and it studied the effects of a program of creative writing instruction provided by visiting writers. The results indicated that the special instruction tended to improve the figurative language comprehension of the children. Also, those children who frequently engaged in sounding comprehended figurative language better than those who did not. This latter effect could not be accounted for by differences in general language ability. It was concluded that the use of figurative language in sounding did enhance black school children's ability to understand the more literary uses of metaphor and simile encountered in the classroom. (HOD)

ED 255 922 CS 208 822

Christie, Frances
International Perspectives on New Models for English Teaching: An Australian Perspective.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; *English Instruction; Language Arts; *Language Patterns; *Literary Genres; *Literature Appreciation; Models; Semantics

The research orientations and perspectives of people participating in the international dialogue about the redefinition of English language studies have been varied. Two broad and overlapping areas are distinctive to English studies: the exploration of human values and experience through the study of literature and the media, and the development of the capacity to explore values and experience through learning to create literary and media pieces of one's own A commitment to both is a commitment to teaching children how to deal with experience in distinctive ways, ways of meaning realized in characteristic patterns of discourse. Once suggested to be a "contentless" subject, English does--in fact--have a content that involves the various ways in which our English-speaking traditions take experiences, real and imagined, and shape meanings of them in language. It is language as art that is the distinctive feature of English studies. An investigation of a varied range of literary forms encourages students to learn a number of ways to make meanings. Furthermore, to enter with increasing knowledge and understanding into the ways of meaning valued in a culture is part of the process of learning to operate with independence in that culture. The most important implication for English teachers, therefore, is to be conscious of the nature of discourse patterns that give distinctive character to the various forms or genres of English literature. Only when teachers focus with interest and real understanding on the nature of these, will they be able to guide their children in writing the various literary forms available to them. (EL)

ED 255 951 CS 504 869

Minnick, Wayne C.
Speech: Its Present Status and Its Future Prospect.
PUB DATE- 84
NOTE- 20p.; Transcript of the keynote speech presented at the meeting of the Oklahoma Speech Association, 1967.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Curriculum Development; *Educational Philosophy; *Educational Trends; Elementary Secondary Education; Higher Education; *Speech Communication; Speech Curriculum; Speech Instruction
IDENTIFIERS- Aristotle; *Professional Concerns; *Quantitative Research

To determine whether speech communication is a true academic subject, it is necessary to note the three traits that characterize a true academic subject: (1) a curriculum designed to promote knowledge and understanding rather than manual or practical skills; (2) a logically integrated series of courses that begin at the elementary school level and continue through college; and (3) a body of knowledge of its own that springs from the investigative and research functions of its scholars. In speech, practical skills are emphasized at the elementary and secondary school levels, but at the college level, this emphasis is sometimes made at the expense of knowledge and understanding. Speech communication does have a body of knowledge springing from the investigative and research function of its scholars--a traditional one, originating with Aristotle and coming down through Cicero, Quintilian, and others--and it is in need of earnest revitalization efforts. But as quantitative scholars are questioning some of the precepts that the profession holds sacred, the profession can no longer make ideas acceptable in the academic world by referring to historical tradition or unsystematic observations. The profession needs new confirmation procedures. Such new procedures will, undoubtedly, come from these quantitative scholars, who will help revitalize the profession.(HTH)

ED 255 996 EA 017 433

van Seventer, Chris
The Netherlands: Educational Research at a Crossroads.
PUB DATE- 85
NOTE- 10p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p136-45, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Educational Research; Financial Support; Foreign Countries; Governance; Government Role; Politics of Education; *Public Agencies
IDENTIFIERS- *National Foundation for Educational Research; *Netherlands

The managing director of The Netherlands' National Foundation for Educational Research (Stichting Voor Onderzoek van het Onderwijs, or SVO) delineates the SVO's role in promoting educational research and describes the conditions affecting the SVO's effectiveness in pursuing its mission. Among the factors considered are financial constraints, political influences, the impact of research trends in other countries, disagreements over the significance of various research topics and methods, and failures in planning. (PGD)

ED 256 011 EA 017 631

Steckman, Martha A.
Implementing Effective Schooling Practices.
Northwest Arctic School District, Kotzebue, Alaska.
PUB DATE- Mar 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum; Educational Assessment; Educational Environment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Leadership; *School Effectiveness
IDENTIFIERS- Alaska Effective Schooling Program; Northwest Arctic School District AK

A listing of effective schooling practices selected for use in the Alaska Effective Schooling Program is presented in this booklet, arranged in the five major categories identified in the research literature: leadership, school environment, curriculum, classroom instruction and management, and assessment and evaluation. The listing is accompanied by material briefly outlining plans for implementing the practices in Alaska's Northwest Arctic School District. Sample forms for use in the implementation process are also included. (PGD)

Halasz, Ida M.; Desy, Jeanne
Managing Learning Time: A Vocational Educator's Handbook. Special Publications Series No. 45.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 52p.; For related documents, see CE 040 861 and CE 040 899.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN45--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Observation Techniques; Data Analysis; Data Collection; Guidelines; Postsecondary Education; Records (Forms); *Research Design; *Research Methodology; Research Needs; *Research Utilization; Secondary Education; Technical Education; *Time Factors (Learning); *Time Management; *Time on Task; Vocational Education; Worksheets

This handbook is designed to guide teachers, administrators, supervisors, inservice coordinators, and teacher educators in conducting time-use analyses. Discussed in the first two chapters of the guide are key concepts and definitions pertaining to time-use analysis and highlights of research dealing with time use in education. The remaining three chapters deal with the following three stages in conducting a time-use analysis: discovering how time is used (planning a time-use analysis and conducting observations); deciding what change is needed (computing time use, displaying results, and interpreting findings); and changing day-to-day practice (enhancing time use and developing action plans). Appendixes to the manual include an observation form and a series of worksheets on the following topics: computing and displaying time use, interpreting results, and developing a teacher's action plan. A list of references concludes the guide. (MN)

ED 255 735 CE 041 265

Knerr, C. Mazie; And Others
Armor Procedural Skills: Learning and Retention. Technical Report 621.
Decisions and Designs, Inc., McLean, Va.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-621; DDI/PR82-13-334
PUB DATE- Feb 84
NOTE- 77p.
CONTRACT- MDA-903-81-C-0517
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Job Performance; *Military Training; Needs Assessment; *Retention (Psychology); *Retraining; *Skill Development; Transfer of Training

Research investigated learning and retention of eight armor tasks selected to represent tasks varying in length, complexity, and extent of practice in operational units. Performance data were collected from soldiers in operational units and from soldiers attending One Station Unit Training (OSUT) in Armor Military Occupational Specialty (19E). Soldiers in the operational unit sample had been out of OSUT entry training for up to 72 months. Soldiers in the OSUT sample participated in a series of task learning trials for two tasks followed by a retention trial four weeks later. The operational unit soldiers took a one-time performance test on all eight tasks. Results were consistent with previous skill retention research. Multiple regression analysis was used to predict the slopes of the retention function for each task for the combined sample. The prediction equation accounted for a large proportion of the variance when number of steps in the task, daily practice rate, and measures of complexity and interference were used as predictors of skill decay rate. Results of the OSUT, unit, and combined samples supported a representation of the skill retention curve in which rapid decay occurs soon after training with little change in performance for samples tested later. (Author/YLB)

ED 255 936 CS 208 846

Duncan, Patricia H.
What Do Children Understand about Their Own Compositions?
PUB DATE- 29 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Child Language; *Concept Formation; Content Analysis; Developmental Stages; Grade 1; Literary Styles; *Metacognition; Narration; Primary Education; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Discourse Modes; Protocol Analysis; *Story Structure

The writing of five first grade children was studied to determine whether findings of a previous study regarding children's concept of story structure would be demonstrated in the children's original compositions. The weekly sessions during the study included individual or group prewriting discussions, drawing and active writing, modeling by the investigator, and researcher/student conferences. Folders containing writing products and ideas for future writing were kept for each child. Interviews were tape-recorded, and a log of observations was kept by the researcher. Of the 18 writing products produced by the five children, nine were in narrative form. Analysis of these revealed the following behaviors: (1) use of formal openings and closings, (2) use of simple story grammars, (3) use of past tense, (4) controlled use of fantasy, (5) awareness of voice and audience, and (6) use of dialogue and conventional characters, but little use of action. The five interviews suggested a conscious effort on the part of the children to develop a beginning event from personal experiences or from television and movie themes. Comments indicated that they recognized the need for conclusions and that it is sometimes better to bring a story quickly to an end. The children's growing control of ideas about their own compositions suggests that metacognitive knowledge of story structure emerges early. (HTH)

ED 255 966 CS 504 905

King, Sarah S.
Design for a Contemporary Curriculum in Communication.
PUB DATE- May 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *College Curriculum; Communication Research; *Curriculum Design; Curriculum Development; Curriculum Evaluation; *Educational Change; Higher Education; Job Training; *Speech Communication; *Speech Curriculum

When designing a contemporary curriculum in communication, it is important to adapt the specific set of skills and knowledge to the needs of the marketplace. The change in the transformation from speech to communication to communication/information technology is reflected in the various names of university departments. Schools that have changed curricula have courses not existing before--such as development communication, communication policy and planning, communication networks, and telecommunication--which answer a demand for the transformation of old knowledge to new contexts and the generation of new knowledge and new skills. A design for a contemporary curriculum in communication should have the following: (1) a recognition of the necessity for some closure in the argument of the two worlds of humanism and social science, and the realization that communication is the stronger for the existence of both; (2) a willingness to retool for the teachers as well as the students; and (3) a respect for the marketplace as being as legitimate an end for the students as being "educated" and that the best compromise is no compromise but a curriculum that gives both. With these premises, a curriculum can be prepared with an orderly sequencing of courses to create a climate for growth and with course content that indicates academic as well as occupational opportunities. Those institutions that have made the shift in their curricula without losing in the transformation will experience increasing student enrollments, a need to increase and update faculty, and a continuing demand for their students. (EL)

ED 255 981 EA 017 135

Teacher as Minister. Daily Plan Book.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 79
NOTE- 26p.; For related documents, see EA 017 134-138. Only the text and sample planning pages from this document have been submitted to EDRS for filming. The complete plan book with blank planning pages is available from NCEA.
AVAILABLE FROM- National Catholic Educational Association, Publication Sales, 1077 30th Street, N.W., Suite 100, Washington, DC 20007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Elementary Secondary Education; Lesson Plans; Priests; *Religious Education; Resource Materials; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship

The second in a set of five publications on the educational "ministry," this document is a plan book intended to help Catholic school teachers in their dual role of educating students in academic matters and increasing students' faith in the Catholic doctrine. A brief paper, "The Teacher as Minister," by Dr. Elinor Ford, is presented that claims that the first responsibility of the teacher as minister is to determine each student's academic aptitude and achievement, learning rate and style, and self-concept. A second responsibility is to demand that students be the best persons they can be. Third, teachers should include in their own plans time for reading about and reflecting on theories and practices in their subject discipline, the psychology of learning, and religious education. Teachers should then revise their practices based on their reading and reflection. Fourth, teachers should ascertain if students are reaching out to grasp their destiny. The major part of the book is set up with one page per day, with categories for "equipment needed," "attendance," and "other" printed at the bottom of each page. Simulated plans at the primary and secondary level demonstrate ways to use the book and space is provided for outlining the teacher's daily schedule and recording specific information for substitute teachers. (MLF)

ED 255 628 CE 040 619

Bicycle Skills Test Manual.

North Carolina Univ., Chapel Hill. Highway Safety Research Center.

SPONS. AGENCY- North Carolina State Dept. of Transportation, Raleigh.
PUB DATE- 79
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bicycling; Elementary Secondary Education; *Performance Tests; Program Development; *Program Implementation; *Safety Education; Skills; Testing; *Testing Programs; Tests; *Traffic Safety
IDENTIFIERS- *Bicycles

This manual provides the guidelines and components necessary for the planning and implementation of a basic bicycle skills test program. It is intended for use by enforcement personnel, city and town government officials, education and school groups, civic groups, or other interested persons. An introduction covers use of the manual and the feasibility of a permanent skills test area in the community. Section 1 on planning for the skills test discusses overall coordination, seeking assistance, pitfalls encountered in conducting bicycle skills tests, scope of the activity, scheduling the activity, selection of location, and manpower requirements. Section 2 provides guidelines as well as forms and handout sheets for duplication. These materials pertain to these types of assignments: publicity; laying out the course; registration for the activity; inspection and repair; bicycle registration and/or licensing; administration of the written or oral test (the test is provided); administration of the skills test (tests are provided that detail skill, tests, layout, instructions, real world application, and scoring); distributing handouts, tabulating scores, and awarding prizes; and clean up. A list of resources is provided. (YLB)

ED 255 708 CE 041 197

Davis, Scott R.; Frost, Alan
Competency-Based Education for Adult Learners.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Learning; Andragogy; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Instructional Materials; Learning Activities; Material Development; Postsecondary Education; Program Implementation; Teaching Methods

This paper contains a concise summary of the theory and practice of competency-based education, especially as it applies to adult education. The paper first defines competency-based education (CBE) and details the assumptions on which CBE is based. It then lists the critical components for effective CBE and cites the advantages of using a competency-based unit of instruction. The organization of learning activities in a CBE program is explained in the next section and illustrated with a flowchart. The paper then provides suggestions for developing competency-based learning materials, achieving learning objectives, and presenting material. The final section of the paper advocates the application of CBE to adult learning and enumerates reasons why the CBE approach is preferred. (KC)

ED 255 723 CE 041 230

Coberly, Sally; Paul, Carolyn E.
Retraining the Older Worker for Changing Technology: Programs and Practices.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (37th, San Antonio, TX, November 1984).
CONTRACT- OTA-333-4500.0
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Cost Effectiveness; Delivery Systems; Educational Benefits; *Educational Practices; Educational Trends; Futures (of Society); Gerontology; Literature Reviews; *Middle Aged Adults; *Older Adults; On the Job Training; Participation; Program Costs; *Retraining; *Technological Advancement

A study examined programs and practices geared toward retraining middle-aged and older workers to cope with technological change. Literature pertaining to business and gerontology was reviewed, and interviews were conducted with managers responsible for the administration of 12 training and retraining programs across the country. Seven of the 12 programs examined were to be employer based. Generally, these programs were created for internal reasons associated with the immediate need to keep pace with the rapidly changing technologies of the given organization. Eligibility criteria for participation in the 12 programs appeared to have the potential for working for and against older workers; for example, years-of-service requirements favor older workers, whereas the administration of screening tests might place older workers at a disadvantage inasmuch as their education is less recent than that of their younger co-workers. All 12 programs combined the use of lectures with either simulation or on-the-job training to retrain workers. Managers of the employer-based programs noted that their training programs benefited their organizations in a number of ways. Each manager interviewed planned to continue their organization's existing training program, adapting it to meet new needs and populations. (Appended to this report are case illustrations of the 12 organizations examined.) (MN)

ED 255 892 CS 008 007

Beck, Isabel L.
Five Problems with Children's Comprehension in the Primary Grades.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1985/4
PUB DATE- 85
NOTE- 18p.; Reprint from: Osborn, J., Ed.; Wilson, P. T., Ed.; and Anderson, R. C., Ed. Reading Education: Foundations for a Literate America. D. C. Heath and Co., 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Primary Education; Prior Learning; *Reading Comprehension; *Reading Difficulties; *Reading Processes; *Reading Research; Reading Skills; Schemata (Cognition); Teaching Methods
IDENTIFIERS- Reader Text Relationship

A study examined primary grade children's comprehension processes while reading a particular story in which specific areas likely to pose reading difficulty had been identified. Based on the children's readings and on their answers to questions concerning the text, five problem areas were identified: (1) poor decoding or word attack skills (2) conscious decoding or poor reading fluency, (3) unfamiliar syntactic structures, (4) insufficient vocabularies, and (5) insufficient background knowledge. The study concludes that an interaction of reader and text characteristics may cause a young reader's processing system to become overloaded and that comprehension failure will result. It recommends a two strand system of reading instruction: a daily reading assignment of an interesting but conceptually easy selection, and regular presentation of conceptually more difficult selections grouped around similar knowledge domains. (HTH)

ED 255 997 EA 017 434

Adams, Raymond S.
Educational Research in New Zealand.
PUB DATE- 85
NOTE- 10p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p146-55, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Educational Research; Foreign Countries; Private Agencies; *Public Agencies; Research Needs
IDENTIFIERS- *New Zealand; Research Trends

Educational research in New Zealand is undertaken by five types of organization: (1) universities and university-based agencies; (2) national educational research centers; (3) autonomous, private research institutions; (4) divisions of government ministries; and (5) local research centers, research units, or schools. Descriptions are given of the roles of each of these types of organization. It is commented that, while a great deal of research is being conducted, grounds for concern about research efforts in New Zealand remain. The final section of the chapter considers the decisions that educational researchers must face regarding the ends that research should serve, given political, economic, professional, and ideological pressures. (PGD)

ED 256 012 EA 017 632

Byas, Ulysses
Roosevelt/UMass Staff Development Program.
Massachusetts Univ., Amherst. Div. of Instructional Leadership.; Roosevelt Public Schools, N.Y.
PUB DATE- Sep 84
NOTE- 14p.; Paper presented at the Annual Mid-Winter Meeting of the New York State Council of School Superintendents (Albany, NY, January 27-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Administrators; *College School Cooperation; Developmental Programs; Elementary Secondary Education; *External Degree Programs; Higher Education; *Improvement Programs; Leadership Training; Linking Agents; Professional Continuing Education; *Professional Development; School Districts; *Staff Development; Teacher Education Programs; Teachers; Urban Education
IDENTIFIERS- Roosevelt Public Schools NY; University of Massachusetts

The Roosevelt School District, with the lowest wealth per pupil of the 56 districts located in Nassau County, Long Island, New York, worked with the Urban Education Department of the University of Massachusetts' Division of Instructional Leadership to design and implement a degree-granting staff development program centered around identifying and solving district problems. The program was designed to help the staff members achieve personal and professional goals while improving school effectiveness. The program also had an action research component and enabled the university faculty to test and demonstrate a productive, school-based program for preparing leadership in urban schools. This document briefly outlines the philosophy and goals of the program; discusses how it was financed, who was admitted, how courses were designed, how linkage between the district and the university was coordinated, and what activities were pursued; and describes some of the indicators of program success. (PGD)

ED 255 642 CE 040 951

Zane, Lawrence F. H.

Curriculum Development and Articulation. Is It Really Necessary?

PUB DATE- Feb 85
NOTE- 29p.; Paper presented to the Western Pacific Consortium of Boards and Education Leaders and the Vocational Education Symposium (Saipan, Northern Mariana Islands, February 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; *Cooperative Planning; Coordination; *Curriculum Development; Definitions; Educational Cooperation; *Educational Needs; Educational Planning; Educational Practices; *Institutional Cooperation; Intercollegiate Cooperation; Models; Needs Assessment; Postsecondary Education; Regional Planning; School Districts; Secondary Education; Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- Northern Marianas

Vocational and technical education planners need to be aware of and utilize four commonly used types of articulation: interinstitutional articulation (that which takes place between institutions), intra-institutional articulation (coordination that occurs within an institution), horizontal articulation (cooperative planning involving one level of instruction), and vertical articulation (a term used for planning between grade levels or levels of instruction). Two models of articulated curriculum development efforts in the areas of vocational and technical education that are worthy of particular consideration are articulation projects currently underway in the State of Hawaii and in the Dallas Community College District. Articulated curriculum efforts such as these have a number of benefits; for example, they frequently result in enhanced communication and coordination among professionals, in the awarding of postsecondary credit for the mastery of courses taken at the secondary level, and in an overall increase in schools' productivity. In light of these and other benefits to be derived from articulated curriculum development, it is recommended that funding be provided for the development and implementation of a similar articulation project in the Commonwealth of the Northern Marianas. (MN)

ED 255 655 CE 041 099

Introduction to the MCS. Visual Media Learning Guide.
Spokane Falls Community Coll., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Competency Based Education; *Computer Graphics; Computer Oriented Programs; Layout (Publications); *Photocomposition; Postsecondary Education; Printing; Publishing Industry; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Visual Media Technicians

This student learning guide is designed to introduce graphics arts students t the MCS (Modular Composition System) compugraphic typesetting system. Addressed in the individual units of the competency-based guide are the following tasks: programming the compugraphic typesetting system, creating a new file and editing a file, operating a phototypesetter, and manual and automatic quadding (positioning of a line of type). Each unit contains some or all of the following: an introduction that includes information pertaining to the purpose of the unit, performance objectives and competencies covered in the unit, and estimated completion times; one or more assignment sheets that include an assignment, a list of recommended resources, and evaluation criteria; one or more information sheets; one or more worksheets; a unit quiz; and answers to the quiz. (A brief final report describing a related project to update the graphics technology program is attached.) (MN)

Guidelines for Evaluating, Reviewing and Enhancing Employment-Related Services for People with Developmental Disabilities.

National Association of Developmental Disabilities Councils, Washington, DC.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 1 Mar 85
NOTE- 133p.; Portions of attachments are in small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Developmental Disabilities; Employment Opportunities; *Employment Services; Guidelines; Postsecondary Education; Private Agencies; *Program Evaluation; Public Agencies; Secondary Education; Special Education; State Agencies; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Developmental Disabilities Councils

These guidelines are designed to assist the State Developmental Disabilities Councils in reviewing and evaluating existing programs and services as well as advocating the filling of gaps and the enhancement and expansion of employment-related services. An introductory section makes recommendations for use of these guidelines and presents some basic strategies for the study and analysis of employment-related services. The seven sections of the manual are organized in a sequence designed to permit the State Developmental Disabilities Councils to (1) review the major programs most directly involved, analyze the issues or assumptions, explore the critical elements, and review the constraints, resolutions, and problems associated with the delivery of employment-related services; (2) examine the prevalence of and potential for cooperative and collaborative agreement among agencies and organizations; (3) analyze the other potential funding sources; (4) evaluate gaps and barriers, incentives, and disincentives influencing and affecting employment-related services; and (5) consider the options and alternatives to existing employment service delivery systems. Following a list of references is a comprehensive array of attachments to provide specific details regarding a program, statute, or policy, including the Education of the Handicapped Act, Job Training Partnership Act, Rehabilitation Act, and Vocational Education Act. (YLB)

ED 255 681 CE 041 153

Kjosnes, Iva S.
Business and Office Curriculum Update. Final Report.
Zillah School District, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 28 Feb 85
NOTE- 25p.; A Curriculum Development Project prepared at Zillah High School.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Alphabetizing Skills; Bookkeeping; *Business Education; Business English; Business Skills; *Computer Literacy; Computer Oriented Programs; Curriculum Development; *Data Processing; Filing; High Schools; Learning Activities; Letters (Correspondence); *Office Machines; *Office Occupations Education; Recordkeeping; Secretaries; Technological Advancement; *Word Processing
IDENTIFIERS- Electronic Mail

A project was conducted to update an existing high school business and office occupations education curriculum to include instruction in the use of computers and word processing equipment. The existing curriculum was assessed and revised in order to provide students with training in the following areas: the impact of computers on employment; the usage of vocabulary associated with computers; the current applications and implications of computer technology in business; the use of software programs dealing with electronic spreadsheets, word processing, filing systems, taxes, accounting, and mailing lists in realistic business situations; the accurate and rapid input of information into a computer; and the use of computers in various office situations. The curriculum developed during the project incorporated commercially available software and teacher-developed learning activities into the following instructional units: keyboarding skills, preparing mailable letters, typing reports, organizing and filing records, maintaining financial records, computer programming, and developing business English skills. Student response to the updated curriculum has been quite favorable. (Appendixes to this report contain a 14-item annotated bibliography and sample instructional materials dealing with using a computer to assist in filing.) (MN)

ED 255 736 CE 041 268

Akers, Martha G.
Implementation of Competency Based Education in Marriage and the Family. Final/Annual Report.
Roanoke City Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 18 Jul 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; *Competency Based Education; *Curriculum Development; *Family Life Education; *Home Economics; *Marriage; Materials Development; Secondary Education; State Curriculum Guides; *Statewide Planning
IDENTIFIERS- *Virginia

A project was conducted to implement a competency-based semester course in marriage and the family that was geared toward high school students. Four experienced consumer and homemaking teachers developed a series of 33 competencies that were verified by 11 teachers and state staff members from across Virginia. Next, a curriculum guide was developed and evaluated by 12 teachers. The guide was then revised to incorporate the suggestions made by those evaluating it. All of those teachers who either used or reviewed the guide were quite pleased with it; however, because some teachers felt that the guide included more material than could be covered in 18 weeks, it was recommended that teachers use only those parts of the guide that they deem necessary for their own students. (Appended to the guide are a competency verification chart, a chart summarizing teacher evaluations of the guide, a master list of the competencies addressed in the four units included in the guide, a bibliography, and a project balance sheet.) (MN)

ED 255 750 CE 041 297

Commercial Foods and Culinary Arts. Student Learning Guide.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 84
NOTE- 12p.; For related documents, see CE 041 296-303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Content; Educational Resources; *Food Service; *Job Skills; *Learning Activities; Learning Modules; Secondary Education; Test Items; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Caterers

This student learning guide contains one module for completing a course in commercial foods and culinary arts. It is designed especially for use in secondary schools in Palm Beach County, Florida. The module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities keyed to resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The module covers arranging a buffet table for a catering service. (KC)

ED 255 765 CE 041 313

Norton, Robert E.; Belcher, James O
A Guide to Linkages between Vocational Education and Organized Labor in the United States. Research and Development Series No. 252.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 162p.
CONTRACT- 300-84-0005
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD252--$12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Cooperative Planning; *Cooperative Programs; Coordination; Demonstration Programs; Educational Cooperation; Feasibility Studies; Guidelines; *Linking Agents; Models; Postsecondary Education; Program Descriptions; Resources; *School Community Relationship; Secondary Education; *Unions; *Vocational Education

This guide describes successful linkage activities and programs and discusses ways in which vocational educators and administrators can develop more effective linkages with labor unions. The first two chapters outline the purpose and procedures of the feasibility study on which the guide is based. Provided next are descriptions of 24 linkage activities. Each of these descriptions includes a summary of the activity and selected examples of successful implementations of the activity in one or more States. Described next are 21 exemplary and innovative linkage programs. Each of these program descriptions includes some or all of the following: a project title, a list of project description, a project abstract, a discussion of the contributions of organized labor and vocational education to the project, a statement of the benefits of the project to both parties, and a description of critical elements. The final two chapters deal with barriers and facilitators to linkage and guidelines for developing more effective linkages between organized labor and vocational education. Appendixes to the guide include a project profile and a list of persons who responded to requests for input about linkage for this report, grouped by category, and giving name, position, and agency. A list of selected resources concludes the handbook. (MN)

ED 255 779 CG 018 111

Cross-Drew, Candace
Project Jericho Evaluation Report. Final Report.
California State Dept. of the Youth Authority, Sacramento.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jun 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Antisocial Behavior; Comparative Analysis; Crime; Delinquency; *Educational Attainment; *Group Homes; Job Search Methods; Males; *Program Effectiveness; Program Evaluation; *Recidivism; *Youth Employment; Youth Problems
IDENTIFIERS- California; *Parolees; *Project Jericho CA

The effectiveness of Project Jericho, a 1-year program designed to improve the parole success rate of male California Youth Authority wards living in group homes, was assessed. Each group home had a resource developer who helped parolees find jobs, enroll in school or training, and establish links to the community. Jericho parolees (N=53) were compared with other male Youth Authority parolees (N=53) on the basis of age, ethnicity, committing offense, and parole to the same area at the same time. Jericho parolees completed questionnaires, and official records provided information on parolees' background, prior records, institutional history, parole behavior, violations, parole outcome, and employment data. Jericho parolees showed significantly higher rates of employment than the comparison group. More Jericho wards enrolled in college while more comparison wards were enrolled in high schools. Jericho parolees did not have lower rates of recidivism than comparison wards; Jericho cases had more arrests and more undesirable official dispositions than comparison cases. The major achievement of Project Jericho was to improve the rate of employment for parolees, although this did not bring about fewer criminal activities. (NRB)

ED 255 792 CG 018 124

Ryan, Ellen Bouchard; Johnston, Dierdre G.
The Influence of Communicative Effectiveness on Evaluations of Younger and Older Adult Speakers.
PUB DATE- Nov 84
NOTE- 9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). This research was supported by a grant from the Gerontological Research Council on Ontario.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; *Competence; *Evaluation; Foreign Countries; Males; Older Adults; *Peer Evaluation; Tape Recordings; *Verbal Communication; Young Adults
IDENTIFIERS- Ontario

Earlier research has shown that young adults exhibit less favorable reactions to older speakers than to peers, especially on the competence dimension. To examine the role of speaker effectiveness in modifying evaluations of younger and older adults, undergraduates (N=80) received a map of a hospital floor plan and listened to either an effective or an ineffective taped text describing a route on the map. Texts were read by older and younger adult males. Subjects estimated the speaker's age and rated the speaker on accuracy of directions, competence, benevolence, social class, perceived belief similarity, and social distance. Results showed that along the competence dimension, the overwhelming difference in communication effectiveness was the only significant factor. Thus, concrete information about an individual's abilities largely outweighed any initial impressions related to age stereotyping. Along the benevolence dimension, however, communication ineffectiveness did not lead to significantly less favorable benevolence judgments of older adults. For this second key interpersonal dimension, age stereotyping did attenuate the influence of communication performance. This influence occurred even though speakers were perceived, on the average, to be middle-aged. The particular downgrading of the young ineffective speaker was as predicted. Contrary to expectation, no evidence for upgrading the older effective speaker was observed. (NRB)

ED 255 806 CG 018 138

Mazen, A. Magid
A Multimethod Assessment of Holland's Congruency: The Expectancy and Multidimensional Scaling Routes.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Counseling; Multidimensional Scaling; Personality Traits; Predictive Measurement; Validity; *Work Attitudes
IDENTIFIERS- *Hollands Theory of Occupational Choice; Self Directed Search; *Vroom Expectancy Theory

Holland's (1973) theory of vocational choice proposes a typology of, and a match between, people and occupations. The Self Directed Search (SDS) can be used to assess people's occupational orientation types. To assess the construct validity of Holland's theory of occupational preferences, 171 female industrial workers participated in a study, using the SDS, Vroom's expectancy valence (E-V) model, and a multidimensional scaling (MDS) algorithm. The subjects represented four typical female occupations, and two typical male occupations. Analyses were performed to test the congruencies between the women's types of occupational choices (where they currently worked) and their personality types and occupational preferences, as derived from the SDS, E-V, and MDS. Results showed that the E-V produced a congruency of personality and occupational type more than double the size produced by the SDS. The MDS identified the closest and second closest occupations to the ideal preference of each subgroup. The findings lend moderate support for Holland's congruency hypothesis, using any of the three methods. (Implications for counselors in using the three methods in client assessment and counseling are discussed.) (MCF)

ED 255 820 CG 018 152

Update of 1983-84 Field Hearings. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-2-1
PUB DATE- 10 Apr 84
NOTE- 173p.; Portions of document may be illegible because of small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Agriculture; *Drug Abuse; Drug Education; Drug Rehabilitation; *Federal Aid; Federal Programs; *Federal State Relationship; Government Role; Hearings; *Illegal Drug Use; Land Use; *Law Enforcement; Marihuana; Prevention
IDENTIFIERS- Congress 98th; Heroin

This document presents testimony and prepared statements from the Congressional hearings held to summarize information from field hearings which were held in five states to examine the resources and support given by the federal government to local law enforcement officers to fight the problems of illegal drug use and abuse. Testimony and prepared statements are presented from police officials, congressmen, and representatives from programs organized to stop marijuana planting and drug trafficking in these states. Topics covered include drug abuse treatment programs, narcotics trafficking, and efforts to control drug problems (New York); marijuana crops grown on federal lands and the difficulties involved in locating and destroying crops (California); corruption of a town brought about by drug dealing (Florida); the growing influx of heroin from Mexico (Texas); and problems of marijuana planting and transshipments of drugs (Hawaii). Witnesses' views are given concerning the need for better drug education and rehabilitation programs, more cooperation with local law enforcement agencies from the federal government, dissatisfaction with federal government assistance cutbacks, and a need for commitment from the federal government along with resources and financial assistance. Also included are a 1983 Campaign Against Marijuana Planting Report and excerpts from the Attorney General's Commission on Narcotics Final Report. (NRB)

Caldwell, Robert A.; And Others

Social Support: Interrelationships between Type, Source, and Satisfaction.

PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Extended Family; *Friendship; Helping Relationship; Higher Education; Individual Needs; Interpersonal Relationship; *Nuclear Family; Scoring; *Social Networks; *Social Support Groups; Undergraduate Students
IDENTIFIERS- Satisfaction; *Social Support Questionnaire

Social network analysis suggests that there may be important interactions between the source of support and the type of support offered. An alternative scoring procedure was designed for the Social Support Questionnaire (SSQ) to examine the relationships betwen social network structure, types of social support, and determinants of support satisfaction. Undergraduates (N=198) responded to questions presenting situations for which people might need support and listed those people whom they could rely on for support, their relationship to those people, and their rating of satisfaction with the support they receive. The SSQ was scored to yield the number of social network members in different relationship categories for each of the support eliciting questions. Subjects' social networks consisted of nuclear family, other family, friends, and others. Satisfaction with support was positively related to the proportion of the network occupied by nuclear family, and negatively related to the proportion of friends in the network. Students did not turn to different network sectors for different types of social support. This investigation found a significant difference in results depending upon method of analysis, suggesting that researchers interested in studying the relationships between social network characteristics, type of social support, and support satisfaction might productively analyze the nature of the specific relationships in each subject's supportive network. (NRB)

ED 255 848 CG 018 180

Strube, Michael J.; And Others
Self-Schematic Representation of the Type A and B Behavior Patterns.
PUB DATE- Aug 84
NOTE- 42p.; Portions of this paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- BRSG-S07-RR07054-17
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Classification; College Students; *Congruence (Psychology); Higher Education; Identification; Labeling (of Persons); Memory; Personality Traits; Psychological Characteristics; Recognition (Psychology); *Schemata (Cognition); Self Concept
IDENTIFIERS- *Type A Behavior; *Type B Behavior

Past research has established clear behavioral differences between Type A and Type B individuals. The manner in which these behavioral differences are represented in the self-definitions of Type As and Bs was examined in a group of 42 college students. The existence of Type A and B self-schemata was investigated using two tasks designed to measure the influence of these hypothetical structures on speed of processing and memory interference. During an initial task, Type As and Bs made self-relevant decisions (Like Me, Not Like Me) in response to trait adjectives previously scaled as Type A, Type B, or neutral in content. Reaction times for the decisions were measured and results indicated that both Type As and Bs made faster decisions for schema-compatible responses than for schema-incompatible responses. On a second task, Type As and Bs were tested for recognition memory after attempting to memorize half of the aforementioned trait list. Memory errors were examined and indicated that Type As and Bs made more errors compatible with their respective self-schemata. These results indicate that a Type A and B distinction forms a reliable organizing framework for the self-definitions of Type As and Bs. (Author/NRB)

ED 255 863 CS 007 962

Pandolfo, Judith Martin

Prior Knowledge and the Reading Comprehension of Linguistically/Culturally Diverse Students.

PUB DATE- 4 Apr 85

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Interference (Language); *Prior Learning; *Reading Comprehension; *Reading Instruction; Reading Research; Schemata (Cognition)

How background knowledge of the content of a text affects reading comprehension and the role it plays in the diagnosis and instruction of reading comprehension skills for [illegible]ically/culturally diverse (L/CD) students may be [illegible]ated through schema theory. Since a schema represents what [illegible]eved to be generally true about a class of things, events, [illegible] situations, an individual's concepts about the world can also be discussed in terms of schema theory. Studies have provided evidence that background knowledge is important in reading comprehension, especially for L/CD students. Furthermore, the linguistic and cultural experiences of an individual play a crucial role in the development of the schematic knowledge store. The closer the match between the content schema used in writing the text and the schema chosen by the reader to interpret the text, the better the level of comprehension. L/CD students can be adversely affected in their reading assessment and instruction by materials for which they lack the appropriate background knowledge. Responsible educators must be aware of the linguistic and cultural diversity of their students, and should provide appropriate materials and methods. (DF)

Searls, Evelyn F.
How to Use WISC-R Scores in Reading/Learning Disability Diagnosis. Revised Edition. Reading Aids Series, IRA Service Bulletin.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-229-0
PUB DATE- 85
NOTE- 69p.; For the first edition, see ED 108 106.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (Book No. 229, $4.00 member, $6.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Comparative Analysis; Diagnostic Tests; Educational Diagnosis; *Intelligence Tests; *Learning Disabilities; *Measurement Techniques; *Reading Ability; *Reading Diagnosis; Reading Research; *Test Reviews
IDENTIFIERS- Wechsler Intelligence Scale for Children; *Wechsler Intelligence Scale for Children (Revised)

The revised version of this monograph serves two purposes: (1) to describe what the Wechsler Intelligence Scale for Children-Revised (WISC-R) measures with regard to reading/learning disability in the light of current findings, and (2) to summarize research with the Wechsler Intelligence Scale for Children (WISC) and WISC-R as related to reading/learning disability. Chapter 1 points out that the WISC-R is a classified psychological test with its use limited to personnel who have had extensive training in its administration and interpretation. The organization and administration of the WISC-R are discussed in Chapter 2, while Chapter 3 describes each subtest as to the task involved, what purportedly is being measured, method of scoring, possible implications of high and low scores, and suggested relationships to reading disability. Chapter 4 presents procedures for analyzing WISC-R scores as a means of generating hypotheses about students' cognitive strengths and weaknesses that may affect reading ability. Chapter 5 briefly describes the other two Weschsler Scales, one for young children and one for adults. Chapter 6 provides an overview of the literature on the WISC/WISC-R and reading achievement. (HOD)

ED 255 908 CS 008 031

Daniel, Danny B.
The Construct of Legibility in the Reading Environment of a Microcomputer.
PUB DATE- 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Science; *Display Systems; Illustrations; *Microcomputers; *Reading Comprehension; Reading Research; Research Needs
IDENTIFIERS- *Cathode Ray Tubes; *Text Legibility

The differences between the media of books and computers lies partly in the way in which information is displayed, rather than in the content of the information itself. The term "legibility" denotes how specific physical characteristics of a display affect visual fatigue, reading speed, and ultimately comprehension. Some of these physical components include illumination, color, the printing surface, spacing, typography, and illustrations. There are, however, several features of the computer that affect legibility in totally new ways. For example, in a computer-reading environment, one reads "printing" not "print." There is only one surface for the display of information, the cathode ray tube. In addition, both the presentation of new text and the elimination of the old occur during the reading process. Furthermore, a new physical dimension has been added, the dimension of time. Dynamic legibility is a source of concern because of the nearly limitless ways of controlling the third dimension, the temporal features of text and graphic displays. Though the previous research on legibility provides some foundation for making decisions on how to display text and graphics, new research is needed to address the question of when to display text and graphics. (HOD)

ED 255 923 CS 208 824

Matthews, Dorothy, Ed.
Writing Assignments Based on Literary Works.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Assignments; Critical Thinking; English Instruction; *Fiction; Higher Education; Literary Criticism; *Literature Appreciation; Reader Response; *Reading Strategies; Revision (Written Composition); Secondary Education; Student Reaction; *Teaching Methods; *Writing Exercises; Writing Instruction

The literature selections serving as the basis for writing assignments in the articles in this journal issue range from time-honored English classics ("Beowulf," "Sir Gawain and the Green Knight") and American standards ("A Farewell to Arms," "The Scarlet Letter") to contemporary fiction. The articles deal with works by women writers (Shirley Jackson, Caroline Gordon, Willa Cather, Kate Chopin, and Toni Bambara) and works especially suited for both high school (Harper's "To Kill a Mockingbird") and college study (Coover's "The Babysitter"). The assignments in the articles call not only for critical analysis but also for responding in journals, imaginative rewriting, imitating style, and using writing as a reading strategy. Some assignments in the articles ask for student response and imaginative projection, whereas others demand a rigorous examination of the text, with writing leading to a better understanding of the work as literature. (Author/HOD)

ED 255 937 CS 208 848

Campbell, Susan; And Others
Do Children Judge a Book by Its Cover?
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; *Childrens Literature; Comparative Analysis; *Design Preferences; *Educational Research; Elementary Education; Evaluation Criteria; Females; *Illustrations; Males; *Reading Material Selection; Sex Differences
IDENTIFIERS- *Book Jackets

A study examined the responses of children at several age levels to seven visual elements presented to them on book jackets. Subjects ranged in age from kindergarten to fifth grade. The pairs of book jackets that were selected represented contrasting treatments of seven visual elements: (1) action, (2) color, (3) style, (4) characters, (5) detail, (6) proportion, and (7) space. Almost no choice patterns for book jackets emerged for kindergarten children, whose only consistent choices seemed to be for illustrations depicting deep space. The only preferences of second grade students were the bright colors selected by the males. Third grade students were more discriminating: girls preferred illustrations with bright colors, while boys' preference for bright colors was correlated only with the illustrations showing no action. Boys also chose illustrations with less detail. The elements for which fourth and fifth grade children seemed to have definite opinions were in the areas related to color, detail, proportion, and space. The study concluded that males prefer bright colors, less detail, and deep space in cover illustrations while females prefer illustrations with more detail. The study suggests that librarians who select books should be aware of the great degree to which the visual elements affected the choices of older children. (A list of books used in the study is appended.) (HTH)

ED 255 952 CS 504 882

Cooper, Pamela J.

Liberal Arts and Teacher Education.

PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Communication Skills; Higher Education; Interpersonal Communication; Liberal Arts; Nonverbal Communication; *Speech Communication; *Teacher Education; *Teacher Education Curriculum; Teacher Effectiveness

Since the essence of teaching is communication, one of the core areas of the liberal arts component of teacher education should be speech communication. Teachers need oral communication skills to effectively facilitate learning, manage the classroom, and make professional decisions. A course designed to be both theoretical and practical--providing an understanding of communication principles and practice in applying those principles--can develop in teachers an understanding of the communication process in the classroom, a greater awareness of the impact of their communication on students, and a variety of communication skills applicable to the classroom. Units to be covered could include (1) human communication in the education environment, (2) interpersonal communication in the classroom, (3) listening, (4) nonverbal communication in the classroom, (5) information dispensing in the classroom, (6) leading classroom discussions, (7) small group communication in the classroom, (8) communicative reading in the classroom, (9) teacher influence in the classroom, (10) communication barriers in the classroom, and (11) systematic observation in the classroom. (The paper includes a course outline as well as sample activities for each unit.) (HOD)

ED 255 967 CS 504 908

Kaye, Thomas
Career Field Experience: A Look at On-site Usage by High School Communication Class.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Education Work Relationship; *Field Experience Programs; High Schools; On the Job Training; *Program Content; Program Descriptions; Speech Communication

The career field experience program at a midwestern high school places broadcasting students on location for observation of the profession and optional job training or work. In addition to radio and television stations, field locations include advertising agencies with production studios, corporate production facilities, recording studios, cable companies, and audiovisual production houses. The program requires five forms: the location agreement or contract, parental permission, a project proposal, student weekly reports, and an evaluation completed by the site contact person. The broadcasting class is two hours, with time scheduled for travel to and from the field site. During the program's five years of existence, six problem areas have been identified: transportation costs, legal problems, union restrictions, personnel mobility, unsatisfactory field sites, and unsatisfactory students. Despite these occasional difficulties, the program has maintained an excellent relationship with the field sites, and the students have found the experience to be extremely rewarding. (HTH)

ED 255 694 CE 041 167

Bacon, Bill; Sutton, Mack
Major Appliance Repairer. D.O.T. 723.381-010. T.E.A. 17.02 00. Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 79p.; For the student manual, see CE 041 168.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P. O. Box 7218, Austin, TX 78713-7218 (Stock No. IE 229C--$22.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; *Electrical Appliances; *Electricity; Electric Motors; Hand Tools; Heating; Individualized Instruction; Learning Activities; Lighting; Postsecondary Education; *Safety; Safety Education; Secondary Education; Teaching Guides; Tests; *Trade and Industrial Education
IDENTIFIERS- Power Tools

This instructor's guide on electrical and other major appliance repair is part of a series of individualized instructional materials. The guide is provided to help the instructor make certain that each student gets the most benefit possible from both the student's manual and what he/she does on the job. Notes for the instructor contain suggestions on how the student should use the student's manual. Other contents of the guide include answers to exercise questions and assignment test questions, one set of assignment tests, a progress record, and work sheets that the instructor can use to relate instruction to job experience for the student. Topics covered are occupational outlook; safety; hand tools; power tools; electrical and magnetic fundamentals; controls; electromagnetic fundamentals of alternating current (AC) generators, transformers, and motors; theory and measurement of AC; electrical meters and test equipment; heating and lighting; electric appliances; and gas appliances. (YLB)

ED 255 982 EA 017 136

Student as Disciple.

National Catholic Educational Association, Washington, D.C.

PUB DATE- 80

NOTE- 34p.; For related documents, see EA 017 134-138. The buttons referenced have not been included due to photocopying limitations.

AVAILABLE FROM- National Catholic Educational Association, Publication Sales, Suite 100, Washington, DC 20007.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Discipline; Elementary Education; *Religious Education; Resource Materials; *Student Role; Student School Relationship

This kit, the third publication in a five-part series on the educational "ministry," offers elements designed for Catholic school faculty, parents, and students. The kit contains an article on the nature of discipleship; a booklet with prayer services, scripture references, liturgies, and sacramental preparation; three prayer cards; three posters; two student buttons; and plan and timeline for use. The purpose of the kit is to stimulate thinking and discussion about discipline and discipleship within Catholic education. It is intended to help faculty, parents, and students focus on the topic of discipline, especially as outer-directed discipline can be developed into self-discipline and guided toward discipleship. (MLF)

ED 255 998 EA 017 435

Kupisiewicz, Czeslaw
Educational Research in Poland after the Second World War.
PUB DATE- 85
NOTE- 9p.; In: Research, Policy and Practice. World Yearbook of
  Education 1985. New York, Nichols Publishing Company, 1985.
  p156-64, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Financial Support; Foreign
  Countries; Governance; *Government Role; *Public Agencies; Research
  Needs; Research Utilization
IDENTIFIERS- *Poland; Research Trends

The development of an effective educational system in Poland in the postwar years was based solidly on educational research. This study identifies the major research agencies operating in Poland and spells out their basic missions, then explains how educational research is organized systematically through government planning. The impact of this research has been notable in such areas as locating schools, planning for manpower development, adopting new educational methods, improving textbooks and the curriculum, addressing student failure and needs for remedial education, rearing children, and developing new subject-area teaching methods. Still, it is noted, not all research-based recommendations have been or can be acted upon. In addition to the areas already under investigation, the most important research problems facing Poland today are how best: to provide universal and effective secondary education, to link school with work, and to modernize teacher education. (PGD)

ED 255 629 CE 040 620

Charest, Laurie; Condrey, John
Adult Cycling. An Instructor's Manual. Series MR-001, Publication Number 78-016-01.
North Carolina State Univ., Raleigh. Center for Urban Affairs and Community Services.
SPONS. AGENCY- North Carolina State Dept. of Transportation, Raleigh.
PUB DATE- 78
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Programs; *Bicycling; Course Descriptions; *Driver Education; *Maintenance; Safety Education; Teaching Guides; *Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Bicycles

This instructor's manual is designed for use by an experienced cyclist to teach a 10-week, 30-hour course. The course provides on-bike and classroom instruction in defensive maneuvers in traffic, long-distance riding, health and physiology, bike maintenance, legal considerations of biking, and route selection. Participants should be at least occasional riders who can ride with reasonable competence and confidence; instructors may establish additional prerequisites. Section I provides general information for potential sponsors, including a course description, logistics, and outline. Section II discusses instructional strategies for classroom and on-bike instruction. Section III contains outlines for the 10 classes and student handouts. The outlines include factual material and informative diagrams. Each class covers a variety of topics, including basic skills of riding; riding on uncrowded streets; riding in moderate and heavy traffic; emergency maneuvers; touring; bike selection and fit; equipment, brakes, basic posture and pedaling techniques; laws; wheels; bicycle accidents; safety hints; intersections; tires; changers; conditioning; gears and gearing; commuting; bicycle security; chain and freewheel; headset and stem; racing; bottom bracket; bike facilities; and bike carriers. Appendixes include listings of bicycle clubs and organizations, lists of sources for each class, and a bibliography. (YLB)

ED 255 709 CE 041 198

Dumdi, Eleanor S.; Bezayiff, David
1983-84 Oregon Extern Program Project. Final Report.
Oregon Alliance for Program Improvement, Corvallis.; Oregon State Univ., Corvallis. Vocational-Technical Education Dept.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Nov 84
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Educational Needs; *Field Experience Programs; Followup Studies; Industrial Training; *Internship Programs; Leadership Training; Postsecondary Education; *Professional Continuing Education; Program Development; Program Effectiveness; Program Implementation; Questionnaires; Seminars; *Statewide Planning; Teacher Workshops; Trainers; Vocational Education; *Vocational Education Teachers

The Oregon Extern Program was undertaken to enable 15 educators and industry trainers to acquire the skills, attitudes, and knowledge necessary to develop, implement, improve, and evaluate local programs of vocational and career education and employment and training programs. Project participants attended a one-week orientation seminar during which individual and group goals were developed along with accompanying activities designed to facilitate goal accomplishment. During the 1983-84 academic year, the externs took part in nine one and one-half day visitations and two to four individually directed visitations and conferences. As a result of their participation in the extern program, the 15 educators and industry trainers were better prepared to provide local and statewide leadership for vocational and career education programs in Oregon. (Appendixes to this report include the agenda for the summer orientation seminar, the course requirements for the extern program, the self-assessment instrument completed by the project participants, miscellaneous project forms, the project follow-up questionnaire, and the recommendations of an outside consultant hired to identify areas in which additional training is needed by vocational and career educators and trainers.) (Author/MN)

ED 255 751 CE 041 298

Building Maintenance. Student Learning Guide.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 84
NOTE- 29p.; For related documents, see CE 041 296-303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; Construction (Process); Course Content; Educational Resources; *Job Skills; *Learning Activities; Learning Modules; *Maintenance; *Painting (Industrial Arts); Secondary Education; Test Items; *Trade and Industrial Education; Vocational Education

This student learning guide contains one module for completing a course in building maintenance. It is designed especially for use in secondary schools in Palm Beach County, Florida. The module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities keyed to resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The module covers painting maintenance, including applying paint, varnish, and shellac. (KC)

ED 255 893 CS 008 005

Nichols, Carol, Ed.
What's Past Is Prologue.
Colorado State Dept. of Education, Denver.
PUB DATE- Jun 80
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Communication Skills; Directed Reading Activity; Elementary Education; Inservice Teacher Education; *Reading Instruction; *Reading Programs; Reading Skills; Reading Teachers; *Student Motivation; Teacher Workshops; Writing Skills
IDENTIFIERS- *Right to Read

By focusing on the accomplishments of the Colorado Right to Read Program, this report is presented with the intention of serving as a solution and/or stimulus for those searching for activities that will help them reach local educational goals and objectives. The various sections of the booklet contain the following: (1) a discussion of teacher inservice training, which includes a list of instructional techniques; (2) a description of factors motivating reading skills development; (3) a list of Right to Read activities that highlight reading; (4) suggestions for using writing to motivate reading; (5) a discussion of the importance of integrating communication skills into motivational activities; (6) an explanation of parent and community participation in education; (7) an explanation of how Right to Read has provided seed money to start projects, such as criterion referenced tests, curriculum guides, and staff development programs; and (8) a list of Right to Read directors in Colorado and college and university resource people. (EL)

ED 256 013 EA 017 633

Sakamoto, A. Dorothy

Geoprocessing at the Seattle School District.

PUB DATE- Sep 84

NOTE- 42p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984). Tables and graphics contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at [illegible]" (150)

DESCRIPTORS- *Computer Oriented Programs; Educational Planning; Elementary Secondary Education; Enrollment Projections; *Facility Planning; *Geographic Distribution; *Information Processing; Population Distribution; Residential Patterns; School Closing; School Demography; School Desegregation; School Districts; School Statistics; Space Utilization; Special Programs; Student Characteristics; *Student Placement; Student Transportation

IDENTIFIERS- *Geocoding; *Seattle Public Schools WA

The Seattle School District (Washington) assigns each of its students to a particular attendance area, gives that area a code name and computer designation called a geocode, then uses data processing methods to analyze the makeup of the student population in each area and to provide data for a number of planning purposes. The geoprocessing permits not only analysis of data in tabular form, but also graphic presentation of attendance patterns through computer-produced school district maps. The district updates its information weekly to provide current data applicable to desegregation planning, facility utilization and school closure planning, student school assignment, student transportation planning, geographic distribution of special programs, and enrollment forecasting. This report discusses each of these applications of the geoprocessing system and provides samples of the computer output associated with each use. (PGD)

ED 255 656 CE 041 103

Williamson, Bert; Pedersen, Joe F.
Performance Testing in Electronic Technology. Final Report.
Skagit Valley Coll., Mount Vernon, Wash.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Dec 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Criterion Referenced Tests; Curriculum Development; Electrical Occupations; *Electric Circuits; *Electricity; Electronic Equipment; Electronics; *Electronic Technicians; Equipment Maintenance; Equipment Utilization; Job Skills; *Performance Tests; Postsecondary Education; Technical Education; *Test Construction; Two Year Colleges
IDENTIFIERS- Alternating Current; Direct Current; Oscilloscopes; Soldering

This set of 21 performance tests in electronics technology was developed on the basis of a review of commercial and noncommercial instructional materials dealing with electronics technology. The tests, which were reviewed by a group of community college instructors and an advisory committee for electronics technology, address the following competencies: soldering (soldering components on a printed circuit board and unsoldering an integrated circuit); direct current tests (resistor type and value identification; resistor color codes; continuity testing; voltage, current, and resistance measurement; voltage testing for shorts and opens; operating voltmeter range multipliers; and shunting an ammeter); alternating current tests (capacitor type and value identification, RC phase angle measurement, LR phase angle measurement, series resonance characteristics, parallel resonance characteristics, bandwidth analysis, and measuring decibel gain and loss); oscilloscope tests (using an oscilloscope and measuring pulse characteristics); and circuit tests (relay control circuits checking bipolar transistors, and designing a Zener diode regulator). Each test includes information pertaining to the purpose of the test, time limits, materials needed to administer the test, test administration procedures, and notes on grading standards. (This volume also includes a report detailing the development and validation of the tests.) (MN)

ED 255 669 CE 041 135

Maintain an Occupational Advisory Committee. Second Edition. Module A-5 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-174-4
PUB DATE- 85
NOTE- 38p.; For related documents, see ED 249 373, ED 252 701-702, and ED 252 737-740.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advisory Committees; Case Studies; *Competency Based Teacher Education; Higher Education; Interprofessional Relationship; Learning Activities; Learning Modules; *Preservice Teacher Education; Program Implementation; Teacher Education; Test Items; Units of Study; *Vocational Education

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels. The modules are suitable for the preparation of teachers and other occupational trainers. This module contains three learning experiences designed to help vocational education teachers work with advisory committees. Each learning experience consists of an enabling objective, activities, information sheets, a self-check, and answers to the self-check. The first learning experience provides information on working with an advisory committee, along with samples of agendas, rules for operation, and programs of work. The second learning experience is a case study of a teacher's meeting with an advisory committee for student-teachers to critique. (Model answers are provided.) The final experience is a practice teaching situation in which student-teachers are to demonstrate the principles they have learned in a real-life setting. (KC)

ED 255 682 CE 041 154

Morton, Kathy M.
Vocational Cooking Class. Final Report.
Willapa Valley School District, Menlo, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 16 Nov 84
NOTE- 19p.; A Curriculum Development Project. The appended questionnaire may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Cooking Instruction; *Curriculum Development; Followup Studies; *Food Service; High Schools; *Microcomputers; *Occupational Home Economics; Program Development; Program Effectiveness; Program Implementation; Questionnaires; Regional Programs

A project was conducted to develop a course in cooking skills for high school students interested in preparing for jobs or seeking advanced vocational training in the food service occupations. During the first phase of the project, the course instructor, who is also the head cook at the high school, completed courses in cardiopulmonary resuscitation (CPR), safety and industrial hygiene, and the use of microcomputers. The cooking class was held in the kitchen area of the high school's cafeteria, and Federal monies were used to obtain instructional materials, supplies, and miscellaneous cooking utensils for the course. Fifteen students from three district high schools received instruction in cooking skills for a two-hour period five days each week. In reviewing the project, its developers recommended that the hands-on use of computers be omitted from the program unless a teacher's aide can be hired to help the instructor with the individualized activities at the various course work stations. At this point, the course appears to be providing a valuable learning tool for those students enrolled in it. A follow-up study is slated for the fall of 1985 to provide further data on the effectiveness of the course. (A student follow-up questionnaire is appended.) (MN)

ED 255 724 CE 041 234

Watson, A.
Measuring Educational Achievement in TAFE. Diploma of Teaching (Technical). Directed Study Booklet.
Sydney Coll. of Advanced Education, Haymarket (Australia). Inst. of Technical and Adult Teacher Education.
PUB DATE- 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Adult Education; Behavioral Objectives; Continuing Education; Foreign Countries; Higher Education; Material Development; Postsecondary Education; *Preservice Teacher Education; Program Development; *Student Evaluation; Teacher Education; Technical Education; Test Construction; Test Interpretation; Test Reliability; Test Results; Test Selection; *Test Use; Test Validity; Units of Study; Vocational Education Teachers
IDENTIFIERS- Australia

This booklet was designed to help teacher education students identify and explain certain basic principles of educational measurement and apply them to the development of a valid and reliable assessment program that measures the achievement of a set of educational objectives from a curriculum that they teach. It is intended for use in the Sydney (Australia) College of Advanced Education to prepare teachers of technical and adult education. The booklet in organized under five topics. Topic 1 presents an overview of measuring educational achievement in technical and adult further education, while Topic 2 covers two principles of achievement testing: reliability and validity. In Topic 3, future teachers are shown how to plan an assessment program. Topics 4 and 5 cover constructing tests and treatment of test results. Each topic is accompanied by questions for discussion and/or student exercises. Each topic is also accompanied by a set of references and further reading. Sample tests are included in appendixes to the report. (KC)

ED 255 737 CE 041 270

Redick, Sharon; And Others
Effects of Allocated Time Differences in Vocational Home Economics Community and Home Service Programs.
Ohio State Univ., Columbus. Dept. of Home Economics Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- 84
NOTE- 88p.; Conducted in cooperation with the Cuyahoga East Vocational Educational Consortium, Mayfield City Schools, and Cleveland Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Services; Comparative Analysis; *Disabilities; High School Students; Junior High School Students; *Occupational Home Economics; Questionnaires; Secondary Education; *Student Attitudes; Surveys; Teacher Attitudes; Time Factors (Learning); *Time Management; *Time on Task
IDENTIFIERS- Impact Studies

A study examined the impact of time allocation on the performance and satisfaction of special needs and nondisabled students enrolled in a vocational home economics community and home services program in one Ohio school district. During the study, researchers compared the performance and attitudes of disabled and nondisabled students enrolled in six community and home services classes taught by four different teachers in three schools. Three of the classes were 180 minutes in length (the current State mandate); in these control groups were 27 disabled and 17 nondisabled students. Three experimental groups of 34 special needs students were given classes of 135 minutes in length. Student achievement was measured by a paper-and-pencil cognitive test and by performance on five selected tasks. Satisfaction was measured by questionnaires administered to students and by interviews conducted with classroom teachers. Although no statistically significant differences existed between the two groups with respect to task performance, the nondisabled learners did score significantly higher on the paper-and-pencil test. Students in both groups were generally satisfied with time allocations in their classes; moreover, the teachers interviewed felt that student learning would remain about the same whether or not current time allocations remained the same or were decreased. (Appendixes to this report include a research model and description of the project pilot study, the survey and interview instruments, and responses to open-ended questions appearing on the survey instruments.) (MN)

ED 255 780 CG 018 112

Connell, C.; Smyer, M. A.
Training in Mental Health: Evaluation of the Telephone Conference Network.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
[illegible] Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Delivery Systems; *Geriatrics; Information Networks; *Inservice Education; Job Skills; Mental Health; Professional Development; Program Evaluation; *Teleconferencing; *Telephone Instruction; *Training Methods
IDENTIFIERS- *Telephone Conference Network

The Telephone Conference Network, sponsored by The Pennsylvania State University's Coordinating Council for Health Care, is designed as a cost-effective format for providing inservice training in geriatric mental health for individuals who serve the elderly. Institutions which subscribe to the Telephone Conference Network are equipped with a conference speaker and telephone hook-up providing a two-way line of communication, and may choose from a variety of inservice programs. Mailed evaluations were completed by participants (N=73) in the "Skills to Manage Moods" program, a series of four 1-hour sessions designed to teach participants the skills needed to help patients cope with depression and to deliver the program to others. The majority of respondents reported high levels of satisfaction with the Telephone Conference Network system and the specific program in which they participated. Although 85 percent reported that they would be able to use the skills learned in the program on the job, 50 percent reported that they would not be interested in teaching these skills to others. The convenience and efficiency of the Telephone Conference Network were the most frequently mentioned strengths of the system, while the physical facilities and the program delivery format adopted by the individual institutions were the most frequently mentioned weaknesses. These data suggested several recommendations for Network subscribers and for professionals offering telephone conference programs, including ensuring optimal class enrollment and adequate physical facilities, and participant involvement in program implementation. (NRB)

ED 255 807 CG 018 139

Jason, Leonard A.
Reducing a Child's Television Viewing with a Token-Actuated Timer.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavioral Objectives; Behavior Modification; Change Strategies; *Contingency Management; Intervention; Leisure Time; Prosocial Behavior; *Television Viewing; *Token Economy

While many studies have documented the negative consequences of excessive television watching, few behavioral programs have investigated techniques for reducing television viewing. A 13-year-old girl who watched from 6 to 9 hours of television daily was provided a behavioral program featuring a token-actuated timer in an attempt to reduce her television viewing time. Baseline data were obtained from parent reports of viewing time for 7 days, and by timer assessed viewing patterns for 10 days. This was followed by a 10-day interval when tokens to be used with the timer were earned by prosocial activities. Each token activated the television for 30 minutes. Immediate reductions in television viewing were found when the child was on the token exchange system. During a 9-day return to baseline phase, increases in viewing were noted, and reductions again occurred with re-exposure to the token condition for 45 days. Following this more extensive intervention. improvement was maintained during the subsequent return to baseline phase. At a 6-month follow-up, when the token-actuated meter was re-attached to the television and the child was given free access to tokens, the child averaged 2.1 hours of television viewing per day. (Author/NRB)

ED 255 821 CG 018 153

Filsinger, Erik E.
Antecedents of Relationship Stability and Adjustment: A 2-1/2 Year Follow-Up.
PUB DATE- 17 Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior Patterns; Interpersonal Communication; *Interpersonal Relationship; Longitudinal Studies; *Marital Instability; *Marital Satisfaction; *Predictor Variables; Self Evaluation (Individuals)
IDENTIFIERS- *Stability (Social Relationships)

Longitudinal research has shown that communication deficits (negative interaction) precede the development of relationship distress. To investigate the antecedents of relationship stability and adjustment 31 couples who were seriously considering marriage participated in a longitudinal study. The couples initially completed the Marital Inventories and a problem checklist for their relationship. These ratings were summed to form a problem intensity score. Behavioral measures were obtained from videotapes of the couples discussing a specific problem. The sessions were assigned positive and negative codes using the Dyadic Interaction Scoring Code. Initial behavioral measures, relationship satisfaction and consensus, and problem intensities were compared with relationship stability and adjustment after 2 and 1/2 years. At the end of this time, 25 couples were together and 6 had parted. There were no significant differences between couples who broke up and those who stayed together on positive or negative behavior. For both males and females, dyadic satisfaction at time 1 predicted dyadic adjustment at time 2. Self reports of satisfaction were superior to behavioral measures as predictors of later relationship adjustment. Neither initial behaviors nor self-reports predicted relationship stability. (NRB)

ED 255 835 CG 018 167

Romaniuk, Jean G.; Arling, Greg

Developing Gerontological Curriculum and Competencies: A Statewide Perspective.

PUB DATE- 20 Nov 84

NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administration; Community Services; *Curriculum Development; *Educational Gerontology; *Gerontology; Guidelines; Health; Higher Education; Mental Health; *Standards

IDENTIFIERS- *Virginia

Practical reasons to consider standards for gerontology are presented in this perspective on developing gerontological curriculum. The creation of a statewide task force in Virginia to provide guidelines for the organization and evaluation of gerontology programs in higher education is described. Assumptions which underscored task force activities are explained: the need for development of general guidelines for program planning and review; the importance of balance between academic and applied perspectives in gerontology; the commitment to multidisciplinary representation on the task force; balance between skills and knowledge in defining necessary prerequisites for adequate career preparation; and the need for the task force outcome report to be applicable to the broadest context of users. The formation of the 22-member task force is described and the division of the task force into subcommittees representing the areas of health, mental health, community services and social sciences, and administration and planning is discussed. The activities of the task force are outlined in six steps: brainstorming knowledge and skills in gerontology, developing content objectives, formulating job classifications from job titles, tailoring objectives to job classifications, synthesizing information, and identifying key administrative and organizational issues. A brief summary of each step is included. Potential uses of the task force report are suggested for faculty, inservice educators, and students. (NRB)

ED 255 849 CG 018 181

Davis, Mark H.; Franzoi, Stephen L.

Private Self-Consciousness, Self-Disclosure, and Loneliness among Adolescents: A Longitudinal Analysis.

PUB DATE- Aug 84

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; High Schools; *Loneliness; Longitudinal Studies; *Peer Relationship; Psychological Patterns; *Self Disclosure (Individuals)

IDENTIFIERS- *Self Consciousness

Recent research among adolescents has found a positive association between private self-consciousness and peer self-disclosure, and a negative association between such disclosure and loneliness. High school students (N=207) who had participated in an earlier study (Franzoi and Davis, in press) were contacted 1 year later, and the same variables were again assessed. Subjects completed a questionnaire on biographical, social, and psychological information. Standard regression analyses were performed on data from measures of private self-consciousness, peer self-disclosure, and loneliness. The results indicated that greater private self-consciousness was significantly associated with greater self-disclosure to peers; and that self-disclosure to peers was significantly associated with fewer reported feelings of loneliness. These data replicated findings from the previous study and revealed no evidence that disclosure produces greater private self-consciousness nor any evidence that loneliness reduces disclosure. These findings support the view that self-consciousness produces disclosure, which in turn reduces loneliness. (Author/NRB)

ED 255 864 CS 007 972

Fleming, Delryn R., Ed.; And Others
Journal of College Reading and Learning, Volume XVII, 1984.
Western Coll. Reading and Learning Association.
PUB DATE- 84
NOTE- 210p.; Papers presented at the Western College Reading and Learning Association Conference (San Jose, CA, March 1984).
AVAILABLE FROM- Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; *Basic Skills; Cognitive Style; *Computer Assisted Instruction; Developmental Programs; Evaluation Methods; Higher Education; Interdisciplinary Approach; Program Evaluation; Reading Centers; *Reading Instruction; *Reading Programs; *Remedial Instruction; Retention (Psychology); *Skill Development; Student Evaluation; Teaching Methods; Vocabulary Development
IDENTIFIERS- Journal Writing; Piagetian Theory; Reader Text Relationship

Papers in this journal issue were drawn from the proceedings of the 1984 conference of the Western College Reading and Learning Association, as well as articles submitted for juried selection, and focus on reading, learning assistance, developmental education, and tutorial services at the college level. Papers are divided into sections for conference addresses, investigations and evaluations, and prescriptions and descriptions. Topics of the papers include the following: (1) the impact of the 1980s on developmental education; (2) the role of essential skills programs in quality education; (3) learning center assessment; (4) assessment, advising, and early warning as strategies for improving retention; (5) microcomputer instruction in developmental education; (6) three major tests for assessment and placement in language arts courses; (7) exploring learning styles of minority students; (8) an interdisciplinary approach to skills strengthening; (9) learning materials, technology, and resources for disabled college students and adults; (10) a five-at-a-time vocabulary method for use with or without computers; (11) enhancing what the reader brings to the page; (12) a Piagetian theory for improving college reading abilities; (13) tips for skills center interviewers; (14) the deep structure of study skills instruction; and (15) journal writing as a metacognitive strategy. (HTH)

ED 255 878 CS 007 992

Harker, W. John, Ed.
Classroom Strategies for Secondary Reading. Second Edition.
International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-605-9
PUB DATE- 85
NOTE- 150p.; For the first edition, see ED 140 266.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (Book No. 605, $4.50 member, $6.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Content Area Reading; Instructional Materials; Program Development; Readability; *Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Programs; Reading Strategies; Secondary Education; Skill Development; Study Skills; *Teaching Methods
IDENTIFIERS- Fry Readability Formula; Text Structure

Intended for secondary school content area teachers, this book provides a sequence of steps through which classroom content area reading programs can be developed. The chapters discuss the following: (1) four methods of diagnosis for content area reading; (2) a procedure for assessing the richness of retellings; (3) approaches to content area reading instruction; (4) whether content area reading teaches content area learning; (5) readiness to read content area assignments; (6) individualizing reading assignments; (7) selecting instructional materials for content area reading; (8) clarifications, validity, and extension to level 17 of Fry's Readability Graph; (9) some readability cautions for the content area teacher; (10) merging reading skills with content area objectives; (11) vocabulary strategies; (12) text organization pattern guides; (13) precis writing for promoting vocabulary development; (14) skimming and critical reading; (15) graphical literacy; (16) committees for developing a secondary reading program; (17) a junior high study skills unit; (18) reading skills through social studies content and student involvement; (19) differentiating behavioral objectives and behavioral processes; and (20) functional reading in competency programs. (HTH)

Truby, Roy
Parents in Reading: Parents' Booklet.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 79
NOTE- 27p.; For the Spanish/English version of the Parents' Booklet and the Administrator's Guide, see ED 172 185 and ED 172 186, respectively.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Development; Childhood Attitudes; *Early Experience; *Family Environment; *Language Acquisition; *Parent Child Relationship; *Prereading Experience; Primary Education; Reading Readiness

Intended for parents, this booklet offers advice and suggestions for developing a child's self-expression and providing a supportive environment for reading experiences at home. Various sections of the book discuss the following: (1) giving love and warmth to your child, (2) reading with your child, (3) listening to your child, (4) talking with your child, (5) controllng television viewing at home, (6) using numbers with your child, (7) influencing good work habits at home, (8) teaching safety rules to your child, (9) your child's muscles and movement, (10) encouraging your child to imitate animals, (11) your child's creative development, (12) five developmental games you can play with your child, (13) helping to foster positive attitudes about school, (14) your child's independence, and (15) trips anyone can afford. A final section contains a checklist to measure how well the parent is doing. A selected booklist for children in preschool through sixth grade is also included. (HOD)

ED 255 924 CS 208 826

Barton, Frank

The Newsroom. A Manual of Journalism for Working Journalists: Reporting, News Editing, Sub Editing, Feature Writing, Picture Editing.

Friedrich Ebert Foundation, Bonn (West Germany).; International Inst. for Journalism, Berlin (West Germany).

PUB DATE- 81
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Developing Nations; *Editing; Foreign Countries; *Job Skills; *Journalism; Language Usage; *Layout (Publications); Legal Responsibility; Newspapers; *News Reporting; *News Writing; Photographs

Intended for journalists in developing countries, this manual gives a detailed account of the functions carried out in the newsroom. The first section deals with aspects of the reporter's job, including news writing and stylistics, interviewing, and press law. The second section discusses the duties of the news editor, including maintaining perennial sources, thinking ahead, following up on hard news items, promoting creative angles to news stories, and cultivating news from rural areas. The third section covers components of subediting, such as design and layout, typography, headline and caption writing, and elements of style. The fourth section explores developing ideas for feature writing, while the last section outlines principles of photo editing. (HTH)

ED 255 938 CS 208 849

Metteer, Christine
Achieving Plain English: An Exercise in Legal Style.
PUB DATE Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; Course Content; Higher Education; *Language Styles; *Language Usage; *Legal Education; *Revision (Written Composition); Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- *Legal Writing; Southwestern University School of Law CA

Recognizing that writing is perhaps more crucial to law than to any profession, the Southwestern University School of Law began an interdisciplinary writing program in 1979. The legal communication skills course is a mandatory part of the first-year curriculum, continuing for two semesters and awarding three unit credits. The course strives to teach basic writing skills, the formal conventions of legal writing, research methodology, reasoning and analysis skills, and oral advocacy. Writing assignments ask students to explore the structure, purpose, and style of each type of legal form, and students learn to apply techniques of legal reasoning and analysis and the knowledge gained in their substantive courses to the writing of these legal documents. Principles of revision are taught using Richard Wydick's "Plain English for Lawyers." Basically, his revision techniques fall into the three broad categories of diction, syntax, and concision. After discussing his techniques, students are given three paragraphs from cases the students have already encountered in class that embody some of the greatest errors of style and asked to revise them. (HOD)

ED 255 953 CS 504 883

Dailey, Joseph M.
Forecasting Mass Communication.
PUB DATE- 12 Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; Communications Satellites; Expectation; *Futures (of Society); *Mass Media; *Prediction; *Technological Advancement; Telecommunications

In sorting through predictions about future communications, it should be kept in mind that if one can think of a communication technology in the future, then that communication technology will stand a very good chance of becoming a reality. In other words, the forecasting of invention is not separate from invention itself. Secondly, the inventions of some of the more influential communications technologies will be absolutely unpredictable even by the more serious forecasters. It will also be impossible to predict which communication technology will be dominant (most widely influential) within a technologically advanced society at any significant distance in the future. Furthermore, new communication technologies will not make previous communication technologies obsolete, and predictions of the future of mass communication should not necessarily be based on the notion that changes will follow an acceleration curve. (A collection of quotations concerning communication technology is appended.) (HOD)

ED 255 968 CS 504 910

Galvin, Kathleen M.
Workshops on Family Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 49p.; TRIP: Theory & Research into Practice.
CONTRACT- 400-83-0025
AVAILABLE FROM- Speech Communcation Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication (Thought Transfer); Enrichment Activities; *Family Counseling; *Interpersonal Communication; Interpersonal Competence; Marital Satisfaction; Marriage Counseling; Postsecondary Education; *Workshops
IDENTIFIERS- *Family Communication; Marriage Encounter; Marriage Enrichment; *Marriage Enrichment Programs

Intended to help speech communication professionals become involved in developing, implementing, and evaluating marital or family enrichment programs, this booklet discusses the theory and practice of using marital enrichment programs to increase family harmony. The first section contains an overview of selected enrichment programs, as well as discussion on program effectiveness, communication-related skills, and program leadership. The second section (1) focuses on planning strategies, gaining exposure, creating instructional designs, planning for evaluation/feedback, and the mechanics of the workshop; and (2) includes relational exercises, and sample workshop schedules. The booklet concludes by focusing on the unique opportunities available for speech communication professionals through directing marriage and family enrichment programs. (EL)

ED 255 983 EA 017 137

Reck, Carleen, Ed.
Parent as Witness.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 81
NOTE- 49p.; For related documents, see EA 017 134-138.
AVAILABLE FROM- National Catholic Educational Association, Publication Sales, 1077 30th Street, N.W., Suite 100, Washington, D. C. 2007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholics; *Catholic Schools; Church Programs; Elementary Education; Family Environment; Family Life; *Family School Relationship; Group Dynamics; *Parents; *Parent Student Relationship; Priests; *Religious Education; Resource Materials

The fourth in a set of five publications on the educational "ministry," this booklet focuses on Catholic parents sharing their religious faith with their children. This resource booklet offers tools to elementary school and parish leaders. An explanation of Christian Family Clusters (groups of four to six families formed at the grass-roots level and with mutual concern for the good of each other) is accompanied by guides for six cluster sessions. A brief article, "Parent as Witness," by Dr. Richard Corrado, suggests some of the many qualities of parental witnessing. Also included in the booklet are ideas and activities for building home-school communication; a parental recommitment service for use within a Catholic school setting; a ready-to-adapt and/or reproduce brochure designed for distribution to parents; and other reproducible art for custom designing materials related to the parent as witness concept. (MLF)

ED 255 643 CE 041 068

Barton, Paul E.
Critical Skill Needs and Vocational Education in the 1980s. NIWL Critical Skills Program.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Students; Cooperative Planning; Cooperative Programs; Coordination; Educational Cooperation; *Educational Needs; *Educational Policy; *Education Wo[illegible] Relationship; Entrepreneurship; Futures (of Society); [illegible]overnment School Relationship; Job Training; Labor Force Development; Labor Needs; Needs Assessment; Occupational Information; Policy Formation; Position Papers; Postsecondary Education; *Public Policy; Relevance (Education); *School Business Relationship; School Role; Secondary Education; Unions; *Vocational Education
IDENTIFIERS- Private Sector; Public Sector

The vocational education system was started in the United States by a collaborative effort of employers, educators, and unions. If vocational education is to meet the critical skill needs of industry, Federal policies providing for broader governance and an incremental approach to the planning and delivery of vocational education programs are necessary. Rather than relying on government corrective action to adjust curricula after skill needs have already changed, vocational education planners need to build adjustments to changing technology and labor markets into the system. Federal vocational education policy must encourage States and local school districts to deal with all elements of the school-to-work transition, including job placement, job search education, and employment assistance services. When planning for the delivery of occupational education to adult learners, Federal policymakers need to focus on efforts to assist adults in making occupational adjustments and to aid employers in upgrading their labor force. It is imperative that Federal policymakers take steps to meet national skill shortages, promote entrepreneurship, and integrate the multitude of Federal human resource development efforts currently underway. (MN)

ED 255 695 CE 041 168

Bacon, Bill; Sutton, Mack
Major Appliance Repairer. D.O.T. 723.381-010. T.E.A. 17.02 00. Student's Manual.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 169p.; For the instructor's guide, see CE 041 167.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218 (Stock No. IE 229 S--$22.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Appliance Repair; Behavioral Objectives; *Electrical Appliances; *Electrical Occupations; Electrical Systems; *Electricity; First Aid; Hand Tools; Heating; Individualized Instruction; Learning Activities; Lighting; Postsecondary Education; Programed Instructional Materials; Safety; Secondary Education; *Trade and Industrial Education; Vocabulary
IDENTIFIERS- Power Tools

This manual on repair of major appliances is one of a series of individualized instructional materials for students. The manual is self-paced, but is designed to be used under the supervision of a coordinator or an instructor. The manual contains 36 assignments, each with all the information needed, a list of objectives that should be met, and exercise questions that can help in meeting those objectives. The assignments are organized into 12 sections that cover the following topics: introduction to major appliance repair; safety; hand tools; power tools; electrical and magnetic fundamentals; controls; electromagnetic fundamentals of AC generators, transformers, and motors; theory and measurement of alternating current; electrical meters and test equipment; heating and lighting; electric appliances; and gas appliances. A glossary is included in the manual. (KC)

ED 255 752 CE 041 299

Diesel Equipment Department. Student Learning Guide.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 84
NOTE- 217p.; For related documents, see CE 041 296-303.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Core Curriculum; *Diesel Engines; *Equipment Utilization; Hand Tools; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Safety; Secondary Education; *Trade and Industrial Education

Eleven student learning guides are provided for the duty entitled "completing core curriculum" of the diesel equipment program. Each learning guide concerns one of the tasks that comprise the duty. Introductory materials for each guide include the purpose and performance and enabling objectives. For each enabling objective, these materials are provided: a list of learning activities and required resources, instruction sheets, and self-checks. A listing of instructional resources, a knowledge test, and a performance test conclude each learning guide. These tasks are covered: describe principles of diesel and gasoline engines; identify vises and clamps; identify power tools; identify fasteners; select hammers, chisels, and punches; identify screwdrivers and hand tools; identify saws and files; select taps and dies; practice shop safety; use twist drills; and select wire wheels and brushes. (YLB)

ED 255 766 CE 041 324

An Overview of Occupational Education in Massachusetts.

Massachusetts Advisory Council on Vocational-Technical Education, Boston.; Massachusetts State Board of Education, Boston.

PUB DATE- Nov 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Curriculum Development; *Delivery Systems; Educational Administration; Educational Finance; Educational Needs; Equipment; Futures (of Society); *Governance; Program Costs; Secondary Education; *State Programs; *Teacher Characteristics; Teacher Qualifications; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Massachusetts

This report provides an overview of occupational education as offered by the public schools and community colleges of Massachusetts. It is intended to serve as a reference work for the Governor, legislators, and educators. The five sections of the report describe the occupational education delivery system, the governance of occupational education in Massachusetts, occupational education teachers, the equipment and curriculum used in the programs, and the cost-effectiveness of occupational education. The report stresses the need for and cost-effectiveness of occupational education for the future of Massachusetts. (KC)

ED 255 793 CG 018 125

Juveniles in Adult Jails and Lockups: It's Your Move.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Feb 85
NOTE- 50p.; For related documents, see ED 254 781-782.
CONTRACT- J-LEAA-012-81
AVAILABLE FROM- Community Research Center, University of Illinois, 505 East Green, Suite 204, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Change Strategies; *Citizen Participation; Community Programs; *Correctional Institutions; Delinquency; Federal Aid; Psychological Patterns; State Aid; Violence; Youth Problems
IDENTIFIERS- *Deinstitutionalization (of Delinquents); *Juvenile Justice Delinquency Prevention Act 1974

Issues relevant to juveniles in adult jails are discussed in this guide which is designed to aid concerned citizens who want to promote public interest and support for the removal of juveniles from adult jails and lockups. Statistics on the number of juveniles in adult jails, their ages, seriousness of offenses, and suicide rate are given. The physical and psychological effects on juveniles who are jailed with adults are described, including physical and sexual abuse by adults and the psychological effects of solitary confinement. Jail conditions are presented as being overcrowded, dangerous, unsanitary, and unconstitutional for juveniles. The Juvenile Justice and Delinquency Prevention Act is reviewed, its goal to remove juveniles from adult jails is explained, and alternatives to jail confinement are explored. Suggested activities for concerned citizens include visiting and monitoring jails, participating in state and local planning efforts, mobilizing existing juvenile interest groups, and volunteering to work on alternative programs for juveniles. The need for public support is discussed and suggested aids for educating the public are provided. Resources at the state and federal levels which can assist local communities in their efforts to remove juveniles from adult jails are given. An eight page bibliography on juvenile justice is included, and names, addresses, and telephone numbers are given for state criminal justice councils and for state and national youth advocacy organizations. (NRB)

ED 255 894 CS 008 013

Gionfriddo, Jeanne Jarema
The Dumbing Down of Textbooks: An Analysis of Six Textbook Editions during a Twelve Year Span.
PUB DATE- May 85
NOTE- 38p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Comparative Analysis; Content Analysis; Content Area Reading; Grade 7; Grade 8; Junior High Schools; Junior High School Students; *Readability; *Reading Comprehension; *Reading Research; Science Instruction; *Textbook Content; *Textbook Research

Three readability formulas were applied to chapters from six textbooks to determine (1) if there was a significant difference in readability of three consecutive textbook editions of a seventh grade and of an eighth grade text over a 12-year period (1968-1980), and (2) whether eighth grade students would perform equally to the same content from a current and from a 1968 edition of the text. The texts involved were from the Harcourt, Brace, Jovanovich Science series for the seventh and eighth grades. The three readability formulas used to determine the grade level of each text were the Dale-Chall Formula, the Fry Formula, and SMOG Grading. After the three readability formulas were applied to the six texts, 17 eighth grade students were asked to read equivalent chapters in the 1968 and 1980 editions of the eighth grade text. The results showed that text readability dropped over the 12-year span, and that students performed significantly better on the current, lower readability level text. (HOD)

ED 255 999 EA 017 436

Brown, Sally

The Promotion of Educational Research and Development--Scottish Style.

PUB DATE--85

NOTE- 12p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p165-76, (EA 017 423).

AVAILABLE FROM- Not available separately; see EA 017 423.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Role; *Educational Research; Financial Support; Foreign Countries; Government Role; *Public Agencies; Research and Development

IDENTIFIERS- *Scotland; *Scottish Education Department

The funded research program of the Scottish Education Department (SED) plays a dominant part in educational research in Scotland. This program includes developmental projects, but mainstream curriculum development has been guided by national committees influenced by Her Majesty's Inspectorate. Negotiations for research within SED's program are carried out by the Research and Intelligence Unit, which mediates between the research community and SED. Projects receiving funding are invariably those designed to have some practical payoff. Agencies performing research with SED support include universities but also include specialized research agencies and practicing teachers engaged in action research. During the 1970's the general funding increased steadily under both Labour and Conservative governments. Sharp growth occurred from 1979 to 1981 under the Conservatives, but more recently the budget has had smaller increases. Research has had a close relationship with practice and some influence on policy decisions, particularly in the programs linked to government developments. The close links with practice have contributed to the rise of action research methods and have facilitated dissemination of research ideas and findings in Scotland, but they have done little to communicate Scottish work to other parts of the world. (PGD)

ED 255 630 CE 040 73

Samuels, Frank

Milwaukee Area Technical College Crossover Program: A Five-Year Review.

PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; High Risk Students; Outcomes of Education; *Program Effectiveness; *Program Implementation; Remedial Instruction; *Remedial Programs; *Transitional Programs; Two Year Colleges
IDENTIFIERS- Crossover Program WI; *Milwaukee Area Technical College WI

The "open-door" policy, educational opportunity programs, and financial aid to high-risk students are implicit promises that the community college will provide successful learning experiences for all students. Within this framework of concerns and promises, the Milwaukee Area Technical College designed and offered a developmental program during most of the 1960s. In 1970, the Crossover Program was instituted to remedy felt deficiencies with the developmental program. The Crossover Program is a pretechnical and prevocational program, designed for students who do not meet the normal admission requirements. The Crossover Program provides high-risk students with the basic skills needed for college, provides career counseling to high-risk students, and helps to develop attitudes, study skills, and survival techniques needed to succeed in a college-level program. Crossover consists of three program areas: general, health, and technical. Seventh-grade reading ability is required for Crossover-General; students below seventh-grade level are referred to adult basic education classes for basic skill improvement. Ninth-grade reading level is required for health and technical programs; those with lower scores are referred to Crossover-General. A special curriculum is maintained for Crossover students; students must complete 12 credits with a C average or better. Crossover is one of the largest instructional programs within the school, having grown from an enrollment of 68 in 1970 to 1,251 in 1984. The Crossover Program has been successful in stemming attrition and in helping students succeed in college. (KC)

ED 255 710 CE 041 202

Bishart, Gus; Werner, Claire
Production Machine Shop Employment Competencies. Part One: Practices and Principles.
Los Angeles Unified School District, Calif.
PUB DATE- Dec 84
NOTE- 127p.; For related documents, see CE 041 203-205.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Behavioral Objectives; Employment Programs; *Evaluation Criteria; Federal Programs; Freehand Drawing; Hand Tools; *Job Skills; Job Training; Machine Tool Operators; *Machine Tools; *Machinists; Measurement Equipment; Metals; *Metal Working; Performance; Postsecondary Education; Safety; Trade and Industrial Education
IDENTIFIERS- *Job Training Partnership Act 1982

Competencies for production machine shop are provided for the first of four topic areas: principles and practice of machine shop. Each competency appears in a one-page format. It is presented as a goal statement followed by one or more "indicator" statements, which are performance objectives describing an ability that, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by one or more "benchmark" statements or observable behaviors describing what the trainee will do to prove that he/she is demonstrating achievement of the performance objective. Benchmark statements are followed by an "assessment" statement, which describes how the observer determines that the benchmark is achieved and establishes the criteria for performance. The competencies for this topic are divided into 11 sections: machine shop occupations; safety; project design; machine tools; reading drawings and sketching objects; metric system of measurement; rules, gauges, calipers; metals; principles of measurement and inspection; hand tools and benchwork; and planning projects. (YLB)

ED 255 808 CG 018 140

Allen, Judd

Correlates of Success in Lifestyle Change Efforts.

PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Behavior Standards; *Health; *Helping Relationship; Life Style; Motivation; Social Behavior; *Social Support Groups; *Success; Values

Although many people fail in their attempts at health change, there is strong evidence that many others can modify negative health practices with or without the aid of therapy or formal intervention programs. Cultural norms, help-seeking and help-giving behaviors, and personal values have all been studied as factors in successful lifestyle changes. In this study, subjects (N=119) recruited in an airport waiting area described their health change efforts over the previous year by completing a survey of personal data, health change history, social support, and a cultural norm indicator. Over half (52.1 percent) of the subjects were successful in establishing their health practices. Social support was found to facilitate health change efforts, but only when group norms also supported the health change. High personal priority for the health change and giving help to others were also related to successful change. Prior attempts to change, medical imperatives for change, help seeking, and participation in formal health programs were not associated with success. The results suggest that congruent social norms may be quite important in achieving health changes. A four-page bibliography is included. (Author/NRB)

Dick, Robert C.

To What Extent Should an "Upwardly Mobile" Candidate Be Considered over One Who Has Greater Promise for Remaining but Less Marketability?

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; *Faculty Mobility; *Faculty Promotion; *Faculty Recruitment; Higher Education; *Speech Communication; Speech Instruction; *Teacher Qualifications; *Teacher Selection; Tenure

Speech communication departments use a number of criteria when selecting a job candidate. In addition to good graduate training in the area advertised, the candidate should have a good record in research and publication or good prospects for such a record. Moving is inherent to healthy young academics and should be expected, but speech communication departments should be cognizant of why candidates move and make sure which moves are a more predictable part of their professional development. Some candidates move because they have outgrown their jobs; some accept a job at a less prestigious institution so that they might complete their Ph.D.'s before trying to move on; and some are ready to take on the more challenging work of graduate level instruction. Effective initial appointments and a coalescence of candidate training with position requirements will give more continuity with fewer job changes because of dissatisfaction. Yet, so long as institutions call for active research and publication as a significant tenure criterion, they will face the dilemma of selecting (1) active candidates who publish and who have upward mobility potential as well as a need to move in order to satisfy their ideal interests, or (2) less active candidates who publish and who will be allowed to stay only if they will do enough research and publish enough to satisfy tenure requirements. (HOD)

ED 256 014 EA 017 634

Gurwitz, Aaron Samuel
The Economics of Public School Finance.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RAND/N-1694-NIE
PUB DATE- Mar 81
NOTE- 223p.
GRANT- NIE-G-79-0104
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cost Indexes; Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditures; *Finance Reform; Governance; Models; School Districts; Taxes; *Theories; Urban Education
IDENTIFIERS- Municipal Overburden; Theory Practice Relationship

To facilitate communication between economists and other professionals involved in school finance analysis and policy-making, this study proposes a common vocabulary, describes a set of basic concepts, and explains the application of the more useful tools of economic analysis to school finance problems. The first of the report's two parts presents the basic theory of economics: the general model of production and exchange. It then isolates the aspects of this theory that are most relevant to the analysis of school finance. Individual chapters cover the theories of educational expenditures, taxation, and school district governance. This first section provides a conceptual context in which to place the second section's more specific economic analysis of school finance reform. Chapters in the second part cover the objectives of, the constraints on, and the responses of social institutions to reform. The economic literature on relevant topics is introduced. The report concludes with three appendixes on cost-of-education indexes, the special problems of cities, and the measurement of expenditure equality. A four page bibliography is included. (PGD)

ED 255 657 CE 041 109

Roediger, Jeanette

Research and Development for a Course in Ethics in Nursing Practice for Community College Associate Degree Nursing Students. Final Report.

South Puget Sound Community Coll., Olympia, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 14 Dec 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Community Colleges; Course Content; Course Descriptions; *Curriculum Development; *Decision Making; *Ethics; Guidelines; Learning Activities; Legal Responsibility; Lesson Plans; Medical Services; *Nursing; *Nursing Education; Postsecondary Education; Two Year Colleges

A project was undertaken to research and acquire the instructional sources needed for a course in ethics for community college associate degree nursing students and to develop such a course. Addressed in the individual units of the course were the following topics: bioethics and ethical decision making, basic ethical concepts and principles, professional nursing and moral responsibility, ethical concepts applicable to health care settings, application of an ethical decision-making model, and legal perspectives on ethics in nursing practice. The curriculum guide developed for the course in ethics in nursing practice is included in this project report. The following components are contained in the guide: a course description; information concerning course objectives, grading procedures, and prerequisites; a series of unit outlines that include cross-referenced lists of objectives, subobjectives, and suggested learning experiences; a list of ethical problems and issues organized according to subject area; guidelines for case study and analysis; case study questions and teaching hints; a list of local human resources; and a list of recommended films and teaching aids. A four-page bibliography and a five-item list of other relevant materials are appended. (MN)

ED 255 670 CE 041 137

Riggers, Marcia L.
Home and Family Life Education Program Analysis. Final Report.
Washington State Univ., Pullman. Coll. of Agriculture and Home Economics.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Jan 85
NOTE- 38p.; A Research Project in Vocational Education conducted in the Department of General Agriculture and Home Economics.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Content; Educational Trends; *Elective Courses; Enrollment Rate; *Enrollment Trends; *Family Life Education; Females; Males; Minority Groups; *Program Content; Questionnaires; *Required Courses; School Statistics; Secondary Education; State Surveys; Statewide Planning; Trend Analysis
IDENTIFIERS- *Washington

A study examined the home and family life courses provided in secondary schools throughout the state of Washington. Course offerings and student enrollment figures were analyzed. Survey instruments were mailed to the home and family life teachers in each of the secondary schools in Washington. A computer analysis of the data reported from 143 schools indicated that whereas seventh-grade courses in family life education are generally 9-week comprehensive required courses, eighth-grade courses are usually 18-week elective classes. Twenty-five percent of all schools with advanced courses in home and family life do not have a prerequisite. No significant relationship exists between enrollment in a basic course and enrollment in an advanced course. Females outnumber males by more than a two-to-one margin in nearly every course except those that are required. Minorities are significantly underrepresented in every program regardless of the percentage of minority students enrolled in the given school. (The survey instrument is appended.) (MN)

ED 255 683 CE 041 155

Parkert, Gary M.; Cvancara, Joseph G., Ed.
Law and Agriculture in Washington State. A Curriculum Guide. Final Report.
Washington State Univ., Pullman. Coll. of Agriculture and Home Economics.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 84
NOTE- 138p.; A Curriculum Development Project.
LANGUAGE- English
EDRS Price - MF01/PL06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Occupations; Agriculture; Contracts; Court Litigation; Court Role; Evaluation Criteria; Glossaries; High Schools; Land Acquisition; *Laws; Learning Activities; *Legal Education; Legal Problems; Records (Forms); State Curriculum Guides; State Legislation; Torts; *Vocational Education; Water Resources
IDENTIFIERS- *Washington; Water Rights

This curriculum guide consists of materials for high school vocational agriculture instructors to use in teaching a course in the law and agriculture. Addressed in the individual units of the guide are the following topics: the purpose of the law in our society, the judicial system, contract law, torts, ownership of land, and water rights. Each unit contains some or all of the following: instructional text, study questions, suggested learning activities, a unit quiz, a quiz answer sheet, transparency masters, handouts, and sample legal forms and documents. A four-item bibliography and glossary are also provided. Concluding the guide are a final exam and exam answer sheet. (MN)

ED 255 725 CE 041 244

Vocational Instructor Teaching Skills Project. Evaluating Your Teaching Effectiveness. Resource Packet. and Computer-Based Education. Resource Packet.

Mount Hood Community Coll., Gresham, Oreg.; Portland Community Coll., Oreg.; Umpqua Community Coll., Roseburg, OR.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 84

NOTE- 86p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Bibliographies; Community Colleges; Computer Assisted Instruction; *Computer Oriented Programs; Curriculum Development; *Educational Resources; Evaluation Criteria; Evaluation Methods; Faculty Development; *Inservice Teacher Education; Instructional Materials; Learning Modules; Material Development; Periodicals; *Self Evaluation (Individuals); Student Evaluation; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Two Year Colleges; Videotape Recordings; Workshops

A project was conducted at Mt. Hood (Oregon) Community College to develop modules to upgrade the teaching skills of community college teachers. Two modules developed through this project, Evaluating Your Teaching Effectiveness and Computer-Based Education, are included in this document. The Evaluating Your Teaching Effectiveness packet consists of resource materials and evaluative tools to assist teachers in learning more about evaluating their effectiveness. (These materials supplement a videotape on teaching effectiveness.) Methods covered in the module range from a simple self-check list of teaching skills to a description of an in-depth teaching improvement process that uses several sources of feedback to determine teaching effectiveness and determine strategies for improvement. Materials in the packet are the following: (1) general overview of teaching evaluation, (2) effective teaching, (3) self-evaluation, (4) student evaluation, (5) small group instructional diagnosis, (6) peer evaluation, (7) teaching improvement process, and (8) bibliography. The Computer-Based Education (CBE) packet contains resource materials for further exploration of computer-based teaching. (The packet supplements the videotape of CBE and the first item in the packet is an evaluation form for the videotape.) Information in the packet includes the following: (1) a list of organizations concerned with CBE, (2) a list of educational magazines, (3) an annotated bibliography, (4) an offer of free Radio Shack courses in computers, and (5) an evaluation form concerning the resource materials. (KC)

ED 255 767 CE 041 328

Geering, Adrian D.
The Development of Tertiary Qualifications for Human Resource Practitioners.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Preparing Human Resource Developers Conference (Woodonga, Victoria, Australia, May 25-28, 1985). For a related document, see CE 041 329.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Content Analysis; *Curriculum Development; *Curriculum Research; *Educational Needs; Educational Practices; Foreign Countries; Job Analysis; *Job Skills; Job Training; *Labor Force Development; Literature Reviews; Needs Assessment; Postsecondary Education; Program Content; Research Needs; Two Year Colleges
IDENTIFIERS- *Australia; *Human Resource Specialists

Before educational planners can develop associate degree level curricula to train human resource practitioners, they must have a clear understanding of the field of human resource development (HRD). A review of research relating to the role of the HRD specialist indicates that HRD practitioners must be specialists in human relations skills and attitudes, should be skilled in the area of adult education and adult learning principles, and must be able to act as consultants to line supervisors and managers. Analysis of the job duties typically performed by HRD specialists indicates that they need training to be able to complete the following tasks: analyze training needs, determine a training approach, design training programs, prepare instructional materials, evaluate and train trainers, supervise external programs, counsel staff, advise managers, instruct staff, influence various groups, research training practices, interact with managers, manage training, and inform on changes in training. More research is needed to determine the extent to which the role of an HRD practitioner should be extended to incorporate organizational change, human resource management, management skills, and other responsibilities previously not considered as part of their role. (MN)

Lurie, Elinore; And Others

Predictors of Emotional Well-Being in Elderly after Hospitalization.

SPONS. AGENCY- California Univ., San Francisco.; National Inst. of Mental Health (DHHS), Bethesda, Md. Center for Studies of the Mental Health of the Aging.
PUB DATE- Nov 84
NOTE- 41p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
GRANT- NIMH-MH-23731
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Emotional Adjustment; Heart Disorders; Helping Relationship; Hospitals; *Older Adults; *Patients; *Physical Health; Planning; Predictor Variables; *Social Support Groups; *Well Being
IDENTIFIERS- Caregivers; Moods

In previous research, two major sets of variables have been identified as correlates of emotional well-being among the elderly: measures of physical health and of social support. To suggest variables predictive of in-hospital discharge planning, and of emotional well-being after a severe incident of ill health, the Posthospital Support Study examined emotional well-being among elderly patients (N=132) who had been hospitalized for arteriosclerotic heart disease or for an operation following hip fracture or for replacement of a hip joint. These conditions were chosen because patients required some help or services from others (both formal and informal) after hospital discharge. Patients were interviewed just prior to hospital discharge and again within three months, on the average, after discharge to the community. Emotional well-being was measured by the Bradburn Affect Balance Score and anxiety and depression were measured by the Profile of Mood States. Additional data were obtained from hospital medical records, informal interviews with hospital staff, and caregiver (N=80) interviews. The results showed that only the indicators of health and severity of problems directly predicted well-being. Ill health was associated with and predictive of a poorer mood state. Severity of health problems predicted negative mood in the form of high anxiety. Some measures of poor health predicted lessened emotional well-being. The provision of services, formal or informal, did not compensate for or relieve poorer physical health or more severe health problems; rather, these services appeared to be indicators of need. A six-page list of references is included. (NRB)

ED 255 822 CG 018 154

A Survey of Members of Congress about Drug Abuse in Their Districts.
A Report of the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-2-9
PUB DATE- 85
NOTE- 20p.; Portions of document may be illegible because of small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Crime; *Drug Abuse; Drug Education; *Illegal Drug Use; *Law Enforcement; Legislators; Marihuana; Prevention; Surveys
IDENTIFIERS- Congress 98th

Members of the House of Representatives from 92 districts in 32 states, Puerto Rico, and the District of Columbia (21 percent) responded to a questionnaire soliciting information about the drug abuse situation in their congressional districts. Results from the questionnaire showed that over 96 percent of the respondents characterized drug abuse in their districts as either severe or moderate. The five most prevalent drugs, in order of frequency of mention, were marijuana, cocaine, stimulants, tranquilizers, and hallucinogens. Marijuana was believed to have been grown illicitly in over 60 percent of the reported districts, and illicit drug manufacture was believed to have occurred in nearly half the districts. Schools, streets, and workplaces were seen as the primary locations at which drugs were abused; schools, streets, parks, and public facilities for entertainment and sports were most frequently cited as trafficking locales. Crimes committed by drug users and juvenile behavior problems were most often perceived as the major problems resulting from drug abuse. Respondents stated that their constituents appeared to express the need for better drug abuse prevention/education programs and for improved drug law enforcement and prosecution capabilities. The Select Committee on Narcotics Abuse and Control concluded that intensified efforts by all levels of government, as well as the private sector, are needed to combat drug-related problems. (NRB)

ED 255 836 CG 018 168

Ford, J. Kevin; And Others

The Study of Race Effects in Objective Indices and Subjective Evaluations of Performance: A Meta-Analysis of Performance Criteria.

PUB DATE- Ma[illegible]
NOTE- 39p.; Portions of this paper were presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Cognitive Measurement; Criterion Referenced Tests; *Effect Size; Employees; *Job Performance; Meta Analysis; Objective Tests; *Personnel Evaluation; *Racial Factors; *Test Bias; Test Validity; Whites
IDENTIFIERS- Absenteeism (Employee); Subjective Tests

Although the criterion problem has been acknowledged as critical in personnel research, few attempts have been made to systematically examine the nature and covariates of criterion measures of performance. The present research used meta-analytic techniques to examine the race effect size for objective measures of performance and to compare the relationship between effect sizes for objective indices and subjective ratings. Fifty-three studies were located that included at least one objective index of actual performance, absenteeism or cognitive test performance and one subjective measure of performance for the same group of black and white employees. The corrected average effect sizes across the 53 studies were relatively low but quite similar for the objective and subjective criteria. Moderating effects for the objective criteria were found as race effects were much higher for cognitive than for performance criteria. Subjective ratings had a lower effect size than objective cognitive test scores but were higher than comparable objective performance indices. The implications of the results for personnel research practices were discussed and the need for a better understanding of the constructs underlying criterion measures were emphasized. (Author)

ED 255 850 CG 018 182

Best, Bethia J.; Spector, Paul E.

The Effects of Applicant Attractiveness, Managerial Attributes and Gender on Executive Employment Decisions.

PUB DATE- Mar 84

NOTE- 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Characteristics; *Administrator Selection; Assertiveness; College Students; Higher Education; Humanitarianism; Intuition; Leadership Qualities; Sex Differences; *Sex Role; *Sex Stereotypes

IDENTIFIERS- *Physical Attractiveness

Although it has been shown that physical attractiveness is an advantage to male applicants for managerial positions, it is not clear whether attractiveness is an advantage or disadvantage to female applicants for these jobs. Male (N=25) and female (N=22) business administration students were asked to simulate selection decisions for a high level managerial job by ranking applicants who varied according to sex, physical attractiveness and managerial characteristics. The results indicated no significant differences in hiring decisions between male and female or graduate and undergraduate subjects. Strong main effects were found for managerial characteristics while modest main effects were found for attractiveness. Applicants with managerial characteristics perceived as jointly ascribed to successful managers and men (leader ability, aggressiveness, emotional stability) were chosen significantly more often than those with characteristics jointly ascribed to successful managers and women (intuitiveness, humanitarian values, awareness of others' feelings). Attractive applicants were ranked significantly higher than unattractive applicants. There were no sex effects or significant interactions. (Author/NRB)

Baumann, James F.
Effect of Restructured Content Textbook Passages on Middle Grade Students' Comprehension of Main Ideas: Making the Inconsiderate Considerate.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, December 6-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Grade 5; Intermediate Grades; Readability; *Reading Comprehension; Reading Instruction; *Reading Materials; Reading Processes; *Reading Research; Reading Skills; Science Materials
IDENTIFIERS- *Main Idea; *Text Structure

A study was conducted to apply what is known about how expository text structure variables enhance main idea comprehension and to determine if restructuring content textbook passages improves such comprehension. Original texts were rewritten to be more "considerate" as follows: the paragraph main ideas were rewritten and placed in the first sentence within their paragraphs, the passage main idea was placed in the first sentence of the rewritten version, a passage title and paragraph subheads were written to cue the passage and paragraph main ideas respectively, the passage and paragraph main ideas were typed in italic and underlined, and content--although not different from the original versions--was restructured in the rewritten versions to be consistent with the hierarchical main idea organization. Fifth grade students were tested in two settings, in each of which they read one original and one rewritten science textbook passage and then responded to three different questions testing main idea comprehension. Results indicated that the students were able to compose significantly more correct passage main idea statements and paragraph main idea statements after reading the rewritten passages than after reading original passages, but demonstrated no reliable difference in their ability to recognize passage and paragraph main idea statements after reading rewritten passages or original passages. (Tables of findings and samples of original and rewritten texts conclude the paper.) (EL)

ED 255 879 CS 007 993

Cox, Juanita; And Others
Cooperative Learning: An Innovative Approach to Teaching Reading Theory and Practice.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Group Dynamics; *Group Instruction; Higher Education; *Methods Courses; Peer Groups; *Reading Teachers; Self Esteem; *Teacher Education; *Teacher Role
IDENTIFIERS- *Cooperative Learning

Much of the variation in achievement in college classrooms can be eliminated through the use of cooperative learning groups similar to those that have been used successfully in the elementary school setting. The group succeeds when every member succeeds--success meaning mastery of the concept or problem being posed. Its use in reading methods classes increases overall student achievement of the subject and gives students a thorough knowledge of the methodology and management of cooperative groups through direct experience. The teacher's role in the use of such groups is to (1) determine the size of the cooperative learning groups, (2) randomly assign students to groups, (3) set the proper environment, (4) encourage participation of all group members, (5) provide assignments that have a clear goal structure, (6) create learning situations that promote a sense of positive interdependence, (7) monitor the groups and intervene when necessary, and (8) evaluate the learning by giving feedback about the quality of the work and by using a criterion-referenced evaluation system. Through the group process, students approach the actual teaching of children with more confidence--secure in the fact that not only the college instructor, but their peer group as well, is pulling for them and standing by to help with any problems that arise. (A sample plan for a cooperative learning group in a reading methods class is included.) (HOD)

ED 255 910 CS 008 033

Hoffman, Sandra Josephs

On Becoming Literate: Early Socialization for Schooling: The Use of Literary Language.

PUB DATE- Mar 85

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Child Development; *Family Environment; *Language Acquisition; *Language Processing; *Literacy; Parent Child Relationship; *Prereading Experience; *Reading Readiness; Reading Research; Socialization; Verbal Development; Vocabulary Development

To study the emergence of literacy during the preschool years, a handwritten diary, maintained on a day to day basis, focused on one child, David, from ages two and a half to four and a half. One facet of the study concentrated on his literary language--his incorporation of written texts (children's literature) into his language and background of information in relation to his early socialization into his middle class home and values. From the hundreds of hours of bookreading, David developed a distinct "literary" vocabulary even though he was a nonreader himself. David lifted formulaic phrases from texts and used them in his own play and narrative. He became so familiar with the contents of his books that he often compared words from one text with those of another text or played with the words of texts in a humorous, teasing way. In order to live the lives of his book characters, David role played and dramatized from the texts throughout his natural day of play. In this way he learned multiple meanings of words, refined meanings of others, built a "literary" vocabulary, learned to differentiate fact from fantasy, and was able to play with lexical relationships. David's oral language was strengthened by the literary experiences that were an integral part of his rearing. (Excerpts from the child's language are appended.) (HOD)

ED 255 925 CS 208 830

McCleary, William J.

The Movement from Personal to Group Identity in Expressive Discourse.

PUB DATE- 22 Mar 85

NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Discourse Analysis; Educational Theories; Expressive Language; *Identification (Psychology); Literary Genres; *Self Expression; *Writing Processes; Writing Skills

IDENTIFIERS- Discourse Modes; *Expressive Writing; Kinneavy (James)

A number of questions have been raised about James Kinneavy's theory of expressive discourse, among them the problem of how so many different genres, from the personal essay to the declaration of independence, can be lumped under one aim, self-expression. Another is why self-expression is the only one of the aims to [illegible] divided into two general types (personal and group). Nearly [illegible] such questions are cleared up if self-expression is seen as a process, a movement from personal to group identity. An individual at first works to find his or her own identity and set personal goals. However, in the meantime, the individual discovers that other people are going through similar processes and that many goals can be achieved only by cooperation with like-minded people. These discoveries then lead to the formation of a group and the composing of the various kinds of discourse required to identify and regulate the group, for example, a declaration of independence and a loyalty oath. Seen in this way, any specific expressive discourse is a step in a process, or potential process, of movement from individual to group identity. Although the three "logical strategies" posited by Kinneavy will still underlie the various genres of expression, such matters as organization and style will be controlled as much by the stage of the processs as by the expressive aim itself. (Author/HTH)

ED 255 939 CS 208 850

Pytlik, Betty P.

Making Connections between Colleges and High Schools through In-service Teacher Training.

PUB DATE- Mar 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Grade 11; Higher Education; High Schools; *Inservice Teacher Education; *Teacher Workshops; *Writing Instruction; Writing Skills

IDENTIFIERS- *Writing Programs

The Early English Composition Reassessment Project grew out of recommendations from a 1981 task force appointed by the Ohio Board of Regents that had been asked to develop a college preparatory curriculum defining collegiate expectations for entering students and reducing the need for remedial courses at the college level. The inservice training program that evolved focused on the assessment of high school juniors' writing skills, but incorporated into assessment development, administration, scoring, and feedback was continual inservice training for all teachers involved for a year. The workshop planners included three administrator/teachers from a technical college, three university teachers, and two teachers from each of the three high schools (from which the superintendents had each contributed $10,000 for the project). The workshops were a week-long summer workshop and a combination of all day Saturday and evening workshops funded by the grant and whole week-day workshops, funded by the high schools. As a result, the participants gained a clearer sense of the skills wanted in the student writing samples. Other changes noted were the change from being product oriented to being process oriented; the change in teachers' ideas that all papers must be read, marked, revised, read again, and graded; and the change in teachers' attitudes toward their students and toward their role as a teacher. The result of a collaborative inservice program such as this is that it will help provide high schools with better information about the writing performance of students, with the by-product of improved relationships between universities and high schools. (EL)

ED 255 969 CS 504 915

Gudykunst, William B., Ed.; And Others
Communication, Culture, and Organizational Processes. International and Intercultural Communication Annual, Volume IX.
Speech Communication Association, Annandale, Va.
REPORT NO.- ISBN-0-8039-2427-5
PUB DATE- 85
NOTE- 262p.; For Volume VIII, see ED 247 614.
AVAILABLE FROM- Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212 ($28.00 cloth--ISBN-0-8039-2427-5, $14.00 paper--ISBN-0-8039-2428-3. Paper copies, only, are also available from the Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003; 10% discount to members, prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Administration; *Communication (Thought Transfer); Communication Research; Conflict; *Cultural Differences; *Cultural Influences; *Decision Making; Ethnicity; Foreign Countries; Government Role; *Intercultural Communication; *Organizational Communication
IDENTIFIERS- Japan; Negotiation Processes; North America; Theory Development; Yugoslavia

Focusing on culture and organizational processes, this book examines the influences of culture on the organizational processes of conflict, negotiation, and decision making. The essays discuss the following: (1) culture and communication in organizational contexts; (2) cultural communication and organizing; (3) stereotypes and schemata; (4) a theory of conflict and culture; (5) culture and the management of conflict situations; (6) national and organizational cultures in conflict resolution in Japan, the United States, and Yugoslavia; (7) ethnicity and mediation; (8) normative power and conflict potential in intergroup relationships; (9) culture and decision making; (10) subjective culture and organizational decision making; and (11) North American and Japanese managerial attitudes toward decision making. (HTH)

ED 255 984 EA 017 138

Gilbert, John R.
Pastor as Shepherd of the School Community.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 83
NOTE- 59p.; For related documents, see EA 017 134-137.
AVAILABLE FROM- National Catholic Educational Association, Publication Sales, 1077 30th Street, N.W., Suite 100, Washington, DC 20007.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Boards of Education; *Catholics; *Catholic Schools; *Church Role; Elementary Education; *Priests; Principals; *Religious Education

This publication completes the series that focuses on the five groups of persons involved in the educational "ministry" of the Catholic school. Based on a survey of pastors and diocesan and archdiocesan superintendents of concerns related to the pastor and his role within the school community, this essay discusses seven areas of pastoral concern regarding the school. Financing the school is one of the pastors' concerns. Three others touch on relationships: working with the principal, relating the school to the total parish community, and working with parental groups and boards. Two other interests involve research: pastors are concerned about religious education trends and current research on Catholic education. A seventh area of interest is that of worship with children. (MLF)

ED 255 644 CE 041 079

Samuels, Lincoln; And Others
Excellence in Vocational Teacher Education--Focus on the Caribbean.
PUB DATE- Dec 84
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984). For a related report focussed on the United States, see ED 250 523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS Academic Standards; Conventional Instruction; Degree Requirements; Developing Nations; Educational Needs; *Educational Practices; Educational Quality; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Needs Assessment; Nonformal Education; Program Content; Program Effectiveness; School Role; *Teacher Certification; *Teacher Education; Teacher Role; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Caribbean; *Vocational Training Development Inst (Jamaica)

In the Caribbean, vocational education is provided through both formal and nonformal educational programming. An excellence-oriented vocational teacher education program to prepare individuals to teach in the educational system of the region should incorporate training in the history and philosophy of vocational education, instructional techniques, classroom organization and management, testing and measurement, course construction, basic psychology, and first aid. In addition, prospective teachers should demonstrate satisfactory performance in an area of specialization. Standard certification for full-time teachers should require completion of a two-year course of study; standard certification for part-time teachers should entail successful completion of an inservice training arrangement to be completed through evening classes and summer workshops. The Vocational Training Development Institute (VTDI) in Jamaica is currently contributing to the preparation of vocational teachers and instructors in the Caribbean by providing teacher education in accordance with these standards. To date, VTDI has trained 39 foreign students from 12 Caribbean countries. Plans are underway to expand the scope of services offered by VTDI and increase the amount of training and retraining for VTDI staff members. (MN)

ED 255 696 CE 041 169

Grimes, L. A., Jr.
Introduction to Solar Heating and Cooling Systems. D.O.T. 637.281 and .381. Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 31p.; For the student manual, see CE 041 170.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218 (Stock No. IE 232 C--$10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; *Building Trades; *Heating; Individualized Instruction; Learning Activities; *Maintenance; Plumbing; Postsecondary Education; Repair; Safety; Safety Education; Secondary Education; *Solar Energy; Teaching Guides; Tests; *Trade and Industrial Education

This instructor's guide on solar heating and cooling is part of a series of individualized instructional materials. The guide is provided to help the instructor make certain that each student gets the most benefit possible from both the student's manual and what he/she does on the job. Notes for the instructor contain suggestions on how the student should use the student's manual. Other contents of the guide include answers to exercise questions and assignment test questions, one set of assignment tests, a progress record, and work sheets that the instructor can use to relate instruction to job experience for the student. Topics covered are occupational outlook, safety, planning for solar conditioning, heating and cooling systems, controls and plumbing, solar equipment, and installation and maintenance of solar energy systems. (YLB)

ED 255 738 CE 041 272

The Challenge Is Yours. WBVTAE Leadership Identification Program. Projects Completed by Participants 1982-1984. Resources for Instruction, Student Services, Economic Development, Staff Development, Marketing, Research.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Adult Education; Ancillary School Services; Certification; Curriculum Development; Economic Development; Educational Research; Followup Studies; Instructional Development; Labor Relations; Leadership; Marketing; Postsecondary Education; *Professional Development; Program Descriptions; *Research and Development; Secondary Education; Staff Development; Systems Development; Teacher Certification; *Technical Education; *Vocational Education
IDENTIFIERS- *Leadership Identification Program

This resource guide contains descriptions of 47 projects and 13 professional growth activities conducted between 1982 and 1984 under the auspices of the Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) Leadership Identification Program. Included among those projects described are efforts related to the following areas: instructional and curriculum development, student services, economic development, staff development, staff certification, labor and management relations, marketing, technical and systems development, and research and follow-up. Each project description contains some or all of the following: the project title; a statement of goals and objectives; an abstract that includes information on such topics as background, methodology, activities, and process; a summary of the results of the project; and the name and address of a project contact person. (MN)

ED 255 753 CE 041 300

Masonry. Student Learning Guide.

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 84
NOTE- 126p.; For related documents, see CE 041 296-303.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Bricklaying; *Building Trades; Competency Based Education; *Construction (Process); *Construction Materials; Course Content; Educational Resources; Hand Tools; *Job Skills; *Learning Activities; Learning Modules; *Masonry; Safety; Secondary Education; Test Items; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Power Tools

This student learning guide contains nine modules for completing a course in masonry. It is designed especially for use in secondary schools in Palm Beach County, Florida. Each module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities keyed to resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The nine modules cover the following topics: practicing safety; mixing practice mortar; cutting masonry materials with hand tools and cutoff saws; manipulating mortar for blocks; laying blocks to a line; constructing a block wall between existing leads; laying an eight-inch block lead; laying an eight-inch block corner; and constructing an eight-inch block wall. (KC)

ED 255 794 CG 018 126

Lachar, David

Empirical Evidence for Childhood Depression.

PUB DATE- Aug 84

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Failure; Adjustment (to Environment); *Children; *Depression (Psychology); *Diagnostic Tests; *Emotional Problems; Family Problems; Interpersonal Competence; Parent Child Relationship; Physical Health; *Psychological Patterns; Siblings

IDENTIFIERS- *Personality Inventory for Children

Although several theoretical positions deal with the concept of childhood depression, accurate measurement of depression can only occur if valid and reliable measures are available. Current efforts emphasize direct questioning of the child and quantification of parents' observations. One scale used to study childhood depression, the Personality Inventory for Children (PIC), correlates with many of the characteristics associated with childhood depression. A cluster analysis of 1,800 PIC profiles has revealed 11 replicated patterns or profile types. The PIC Depression scale enters into the identification of three of these types. The first, Type 3 Profile, suggests a child or adolescent with chronic cognitive deficits and academic failure who has difficulty adjusting to change. For these children the Depression scale reflects the effect of social incompetence. The Type 7 Profile represents a combination of depression and externalization symptomatology. These children are often angry or insecure, have poor relations with their parents, and often come from disrupted, chaotic families. Type 9 Profile children are likely to be referred for help due to an observed disturbance of mood and/or somatic complaints. These children feel competitive or angry with siblings and depend on parents who are often viewed as clinically depressed and in need of individual treatment. (Tables summarizing the criteria for depression, and the PIC factor structure, psychometric characteristics, and profile types are appended.) (NRB)

ED 255 895 CS 008 014

Sudia, Dell
The Computer's Effect on the Learning of New Words.
PUB DATE- May 85
NOTE- 49p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; *Computer Assisted Instruction; Grade 1; Learning Processes; Microcomputers; Primary Education; *Reading Instruction; *Reading Research; *Sight Method; *Sight Vocabulary; Teaching Methods; Word Recognition

To determine whether learning words can be accomplished effectively using the computer, 11 first grade children in an experimental group were taught specific sight words on the Apple computer as compared to the teaching of those same words to 11 children in the classroom using flashcards. A total of 25 words was taught over a five-week period. The experimental group children were told the code word that would retrieve the specific list of words to learn. The computer then flashed a word, in color, for 10 seconds on the screen. Then the word disappeared and the child was expected to spell the word. The child was given two tries before the computer displayed the answer. The control sample was flashed the words each day using index cards. The word was hidden and the child was asked to spell the word on paper. This same procedure for both groups was repeated each day. Results indicated that the control group sample obtained a significantly higher score than those in the experimental group. (Materials used in the study are appended.) (HOD)

ED 256 000 EA 017 437

Kooi, Sim Wong
Pipers and Tunes: Research, Policy and Practice in Singapore.
PUB DATE- 85
NOTE- 10p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p177-86. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Educational Policy; *Educational Research; Foreign Countries; Governance; Politics of Education; Public Agencies; Research Needs; Research Utilization; *Teacher Education
IDENTIFIERS- Research Trends; *Singapore

To have any impact on policy, educational research in Singapore must often be conducted and reported in ways compatible with the preconceptions of the national government's educational policy-makers. Still, the situation facing researchers currently is preferable to that existing before 1979, when the Goh Report recommended major reforms in educational policy. These reforms were aimed primarily at making education and educational research more effective, efficient, and systematic. Singapore's Institute of Education, charged with promoting educational research, also took on more research responsibilities, particularly in the area of preservice teacher education. Nationwide efforts to encourage professional development and research awareness among teachers may lead in the future to an increase in the impact of research results on practice as well as to more effective collaboration among researchers, policy-makers, and practitioners. (PGD)

ED 255 631 CE 040 734

Harley, Ann; And Others
Gerontology: Foundations for Practitioners. Report on the Gerontological Consultation at Westminster College (London, Ontario, March 29, 1984).
PUB DATE- 29 Mar 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Educational Needs; *Gerontology; *Information Networks; Linking Agents; Needs Assessment; Postsecondary Education; *Professional Continuing Education; *Program Design; *Social Scientists; Workshops
IDENTIFIERS- Intergenerational Programs

A group of 72 professionals from the field of gerontology attended a consultation designed to articulate the learning and professional development needs of those who work with elderly persons. During the consultation, a series of three small group discussions were held. These discussions indicated that continuing education courses and professional development programs in the field of gerontology [illegible] needed for a wide range of professionals who work in the capacity of local caregivers to senior citizens. Particularly needed is a gerontological foundation that could foster interagency, interpersonal, and intergenerational communication among those involved in work in the field of gerontology. (This report contains a summary of the recommendations set forth at the consultation, overviews of the objectives and results of the two group discussions, a list of those comments made during the discussions that pertain to an information exchange or gerontological foundation, and a list of questions and raw data from the evaluation of the consultation and a subsequent analysis of those comments.) (MN)

ED 255 711 CE 041 203

Bishart, Gus; Werner, Claire
Production Machine Shop Employment Competencies. Part Two: Saws, Drills, and Grinders.
Los Angeles Unified School District, Calif.
PUB DATE- Dec 84
NOTE- 60p.; For related documents, see CE 041 202-205.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Behavioral Objectives; Employment Programs; Equipment Utilization; *Evaluation Criteria; Federal Programs; *Job Skills; Job Training; Machine Tool Operators; *Machine Tools; *Machinists; *Metal Working; Performance; Postsecondary Education; Trade and Industrial Education
IDENTIFIERS- *Job Training Partnership Act 1982

Competencies for production machine shop are provided for the second of four topic areas: saws, drills, and grinders. Each competency appears in a one-page format. It is presented as a goal statement followed by one or more "indicator" statements, which are performance objectives describing an ability that, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by one or more "benchmark" statements or observable behaviors describing what the trainee will do to prove that he/she is demonstrating achievement of the performance objective. Benchmark statements are followed by an "assessment" statement, which describes how the observer determines that the benchmark is achieved and establishes the criteria for performance. The competencies for this topic are divided into eight sections: twist drill, workholding devices, drilling machines, drill press, reaming on the drill press, sawing machines, abrasives, and grinding machines. (YLB)

ED 255 809 CG 018 141

McCullough, Paul M., Comp.; McPheeters, Harold L., Comp.
Staffing Patterns and State Mental Health Manpower Development.
Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 82
NOTE- 79p.
GRANT- NIMH-5-T23-MH14775
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 (free, plus $2.50 shipping and handling charge).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Labor Needs; *Mental Health Programs; Needs Assessment; Personnel Management; Personnel Selection; *Planning; *Program Administration; Program Development; Staff Role; *Staff Utilization
IDENTIFIERS- *Staffing Patterns

This publication presents adaptations of four papers given at a workshop on Staffing and Manpower Development, sponsored by the Mental Health Manpower Development project of the Southern Regional Education Board. The introduction delineates four dimensions to be considered in describing staffing patterns (organization, utilization, type, and number of staff), and enumerates four basic questions for the development of staffing pattern surveys. "Issues of Mental Health Manpower Development: Retrenchment to Management Theory," by Arthur L. Slater, develops the thesis that the principles of mental health manpower development are consistent with management principles and practices. "Considerations in Staffing Mental Health Agencies," by Anne S. Goodman, describes major methodologies for developing staffing patterns, proposes an expansion in their scope, and discusses means for assessing the adequacy of mental health staffing patterns in meeting agency goals and community needs. "Implementing Staffing Patterns: Florida's Experience," by Robert C. Ashburn, describes the development of staffing standards for five types of units in Florida's state mental health facilities: children, adolescent, forensic, adult/geographic, and geriatric. "Manpower Needs Assessment Methods," by Paul M. McCullough, provides an overview of needs assessment techniques based on four different types of manpower issues: services required, manpower requirements, workforce planning, and staffing needs planning. The use of forecasting in manpower development is also discussed. (MCF)

ED 256 015 EA 017 635

Guidelines for Staff Development Programs.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- 85
NOTE- 12p.; For a related document, see EA 017 636.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Inservice Education; Inservice Teacher Education; Program Administration; *Program Development; *Staff Development; State Departments of Education; *State Legislation; State Programs; State School District Relationship; *State Standards; Statewide Planning; Teacher Improvement
IDENTIFIERS- Mississippi; Mississippi State Department of Education

This document presents the revised guidelines for staff development in Mississippi, as mandated by the Education Reform Act of 1982, produced by the State Department of Education in consultation with various state-appointed commissions and 16 school districts that participated in a pilot testing program. These guidelines are to be used by all school districts in Mississippi for designing, developing, and implementing a comprehensive staff development program or modifying, if necessary, an ongoing staff development program. The document begins with a citation of pertinent state law from the 1983 Supplement of the Mississippi Code, followed by an explanatory preface. Thereafter, guidelines are provided for the following areas: definition of staff development, process of approval, funding, basic requirements, and criteria for reviewing plans. These criteria include: (1) goals and objectives, (2) assessment of needs, (3) collaborative structures, (4) staff reward system, (5) program implementation strategies (including staff training and staff support activities), (6) administrative support, (7) successful completion criteria, (8) program evaluation strategies, and (9) program review and revision. The guidelines conclude with a note on the amendment process. (TE)

ED 255 658 CE 041 110

Hill, Edwin K.

Articulation--Phase One--Spokane Area Vocational Skills Center and Spokane Falls Community College--Development of a Model. Final Report.

Spokane Falls Community Coll., WA.

SPO[illegible]NCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- 20 Dec 84

NOTE- 73p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Broadcast Industry; College Credits; Commercial Art; *Community Colleges; Competency Based Education; Cooperative Planning; Educational Needs; Educational Philosophy; *Educational Planning; Graphic Arts; High Schools; Industrial Arts; *Institutional Cooperation; Program Development; Two Year Colleges; Vocational Education; *Vocational Schools

IDENTIFIERS- *Spokane Area Vocational Skills Center WA

A project was conducted to create a model for articulation with emphasis on student needs in high-technology vocational programs at Spokane Area Vocational Skills Center (SAVSC) that are common to programs at Spokane Falls Community College (SFCC). Since there are students who will transfer from the SAVSC to SFCC in the programs of broadcasting, commercial art, and graphics, a need exists to provide an articulated program that will produce highly qualified people in as short a time as possible. During the project, a consultant conducted meetings with staff members of both institutions. Instructors from the two schools exchanged visits during class hours to observe facilities and equipment, and faculty meetings were conducted to review curriculum at both schools. There was agreement that if competency-based units of instruction were used at both schools, the process of articulation would be more valid, immediate, and complete. Also proposed was an agreement to record grades of B or better from selected Spokane Area Vocational Skills Center classes on the student transcripts at SFCC. At present, the SAVSC graphic program and the visual media program at SFCC have begun a competency-based instructional approach, and it is recommended that the approach be continued. Further study may enhance the possibility of credit awards at SFCC for excellent work done at the SAVSC in graphics, commercial art, and broadcasting. (KC)

ED 255 671 CE 041 139

Hull, Daniel M.; Lovett, James E.

Task Analysis and Descriptions of Required Job Competencies of Robotics/Automated Systems Technicians. Outlines for New Courses and Modules.

Center for Occupational Research and Development, Inc., Waco, Tex.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 74p.; For related documents, see CE 041 140-143.
CONTRACT- 300-83-0122
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; *Course Descriptions; *Electromechanical Technology; Learning Activities; Learning Modules; *Manufacturing; Postsecondary Education; *Robotics; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Computer Assisted Manufacturing

The six new robotics and automated systems specialty courses developed by the Robotics/Automated Systems Technician (RAST) project are described in this publication. Course titles are Fundamentals of Robotics and Automated Systems, Automated Systems and Support Components, Controllers for Robots and Automated Systems, Robotics and Automated Systems Interfaces, Robotics/Automated Systems at Work, and Automated Work Cell Integration. This information is included for each course: a course description, course outline with number of classroom and laboratory hours per week, laboratory activities, and a list of student competencies. Each course is further amplified by the inclusion of suggested modules and module outlines (an introduction, topic outline, and a list of instructional objectives) to support that course. The module outlines could be used as a guide by instructors wishing to write their own text material and laboratory manuals. (YLB)

ED 255 684 CE 041 156

Carlson, Janet
Defining Math and Science Competencies in Vocational Programs. Final Report.
Mukilteo School District, Everett, WA.
SPONS AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 84
NOTE- 162p.; A Curriculum Development Project prepared at the Sno-Isle Vocational Skills Center.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Allied Health Occupations Education; Building Trades; *Competency Based Education; Course Content; Course Descriptions; Credits; *Curriculum Development; Dental Assistants; Electronics; Evaluation Criteria; Fashion Industry; Guidelines; Instructional Materials; *Language Skills; Learning Activities; Lesson Plans; Machinists; Material Development; *Mathematics Skills; Medical Assistants; Merchandising; Metal Working; Office Occupations Education; School Districts; *Scientific Concepts; Secondary Education; Trade and Industrial Education; Vocational Education; *Vocational Schools
IDENTIFIERS- *Science Skills

A project was conducted to develop a curriculum package that defined the specific math, science, and language arts skills presently being taught at a vocational skills center that offered training in 20 job skill areas and served an 11-school district. The information gathered during the project was to serve as a basis for granting cross-credit to high school students receiving training at the skills center. The project staff devised specific competencies for each academic discipline being taught within individual programs. Combination curriculum outlines and information packages were completed for the following program areas: metal fabrication, electronics technology, machine trades, automated office systems, dental assisting, fashion merchandising, medical office assisting, and construction trades. Each outline contained a discussion of the ways in which math, science, and language arts skills were covered in the curriculum; an outline of the specific assignments, instructional hours, learning activities, and evaluation exercises used to cover each competency; a bibliography of course materials used to teach the competencies; and sample handouts distributed to students in the given program. These curriculum outlines not only provided documentation for awarding credit but also served as curriculum and lesson planning guides. (This report includes copies of the eight curriculum outline and information packages developed during the project.) (MN)

ED 255 754 CE 041 301

Machine Shop. Student Learning Guide.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 84
NOTE- 155p.; For related documents, see CE 041 296-303.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Course Content; *Job Skills; *Learning Activities; Learning Modules; Machine Tool Operators; *Machine Tools; *Machinists; *Manufacturing Industry; Mechanical Equipment; Mechanics (Process); Metal Working; Secondary Education; Sheet Metal Work; Test Items; *Trade and Industrial Education; Vocational Education

This student learning guide contains eight modules for completing a course in machine shop. It is designed especially for use in Palm Beach County, Florida. Each module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities and resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The eight modules cover the following topics: filing; using a vertical band saw; operating a Bridgeport J-Head; performing hand grinding with a drill; counterboring, countersinking, and spotfacing using drills; using a three-jaw chuck in operating a lathe; using the knurling technique in lathe work; and performing taper turning by the offset method on a lathe. (KC)

ED 255 768 CE 041 329

Geering, Adrian D.

Competency Analysis for Human Resource Developers.

PUB DATE- May 85
NOTE- 34p.; Workshop presented at the Preparing Human Resource Developers conference (Woodonga, Victoria, Australia, May 25-28, 1985). For a related document, see CE 041 328
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Associate Degrees; Check Lists; *College Credits; Competence; Educational Practices; Evaluation Criteria; Foreign Countries; *Labor Force Development; Postsecondary Education; *Prior Learning; Program Effectiveness; Self Evaluation (Individuals); Student Attrition; *Student Evaluation; *Student Placement; Two Year Colleges
IDENTIFIERS- Australia; *Human Resource Specialists

In the Associate Diploma in Training and Development program at the South Australian College of Advanced Education, all students undertake an initial unit of study entitled "Competency Analysis for Human Resource Developers." The unit is structured into sections dealing with study hints and essay writing, characteristics of human resource development (HRD), personal and career development, and the structure of the associate diploma program. During this unit of study, students may complete a series of competency checklists to evaluate their prior learning and thereby determine which electives to choose and which level of exemption to apply for. Status may be granted to a maximum of 50 percent of the total point value of the program. It is generally expected that full-time students would study on an external basis, completing 4 points (1 unit) over a 10-week term at a workload of about 16 hours per week. Part-time internal or external students would earn between four and eight points per term. Whereas external studies courses at the college generally experience a 35 to 40 percent attrition rate, the Associate Diploma in Training and Development boasts a 25 percent attrition rate for 1985. (Appendixes to this report include the study plan for the program and competency analysis checklists for each of the 16 units offered in it.) (MN)

ED 255 823 CG 018 155

State and Local Narcotics Law Enforcement Conference. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-2-7
PUB DATE- 18 Sep 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Community Services; Crime; *Drug Abuse; Federal Aid; *Federal State Relationship; *Government Role; Hearings; *Law Enforcement; *Narcotics; Police; State Agencies
IDENTIFIERS- Congress 98th

This document contains the proceedings from a conference of state and local narcotics enforcement officials from 24 states and 14 city agencies. Statements from three members of the Select Committee on Narcotics are followed by discussions involving committee members, attendees from state and local agencies, and participants from several federal agencies with drug enforcement responsibilities: the Drug Enforcement Administration, the Customs Service, the Coast Guard, the Federal Bureau of Investigation, the National Narcotics Border Interdiction System, and the White House Drug Abuse Policy Office. Discussions are presented which describe drug-related problems faced by state and local agencies, agency efforts to deal with such problems, existing assistance from the federal government, and suggestions for future assistance from the federal government. Participants' statements, emphasizing the need for cooperation from the federal government in local law enforcement efforts, from planning and policy stages through implementation of efforts and information-sharing, and local needs for money and resources are presented. A list of conference attendees is followed by a summary of a survey in which state and local law enforcement agencies evaluated federal cooperation and assistance with respect to a variety of drug law enforcement objectives. (NRB)

Smith, Nancy H.; Howze, Elizabeth Harper

Equity in Access to Health Promotion and Risk Reduction Services: Implications for Elder Health.

PUB DATE- Nov 84

NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Health Education; Health Programs; *Low Income Groups; *Minority Groups; Prevention

IDENTIFIERS- *Target Population; Virginia

Although there is a national emphasis on health promotion and preventive practices, questions remain regarding the equity of access to these services by low income and minority groups, and the implications of inequities for elder health. Data from a systematic survey of 500 public and private providers of health promotion services in northern Virginia were examined to see whether and to what extent services were targeted to specific user groups. Primary services were offered by 163 agencies in at least one of seven areas: alcohol/drug abuse, smoking, high blood pressure, fitness, weight control/nutrition, accident prevention, and health education. Health promotion was the primary goal in 29 of these agencies, mostly in the area of alcohol and drug abuse. Among public and private non-profit agencies, the concentration of services across risk categories was fairly even, with the exception of lower counts for smoking cessation, stress management, and mental health promotion. Among private for-profit agencies, services reported most frequently related to either weight control and nutrition or stress management. Services (N=40) which had specified target user groups were generally nutrition or physical fitness programs for the elderly or recreation programs for the handicapped. Only two services (alcohol abuse education for Hispanics and accident prevention for Indochinese) were targeted to minorities and none were targeted to low income persons. (NRB)

ED 255 851 CG 018 183

Shure, Myrna B.
Social Competence through Problem Solving in Inner City Fifth-Graders: Is It Too Late?
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Children; *Cognitive Development; Grade 5; Intermediate Grades; *Interpersonal Competence; Peer Relationship; Perspective Taking; *Problem Solving; Prosocial Behavior; *Skill Development; Socioeconomic Status
IDENTIFIERS- *Interpersonal Cognitive Problem Solving

Intervention to enhance Interpersonal Cognitive Problem Solving (ICPS) skills has been shown to significantly reduce observable negative, impulsive and inhibited behaviors and increase positive qualities in young, low socioeconomic status (SES) children. An ICPS model for older children was implemented with 202 low SES fifth graders to test whether ICPS skills function as significant behavior mediators at that age. A series of 55 age-appropriate lesson-games were created for use by classroom teachers to enhance students' ability to apprehend the perspective of others (role-taking) and their problem solving skills. These skills included alternative solution thinking, consequential thinking, and means-ends thinking. The findings following 15 weeks of training indicated that overall gains in ICPS, but not multiple perspective-taking scores, correlated with gains in behavior, and most consistently with positive, prosocial behaviors in both boys and girls. In both sexes, it was an improvement in number and range of solutions that best related to these behavior gains, and most consistently to teacher ratings of concern for others, peer sociability, and the degree to which the child was liked by peers. In boys only, gains in consequential and means-ends skills also related to prosocial change. ICPS linkage gains with negative, aberrant behaviors were less clear and, while ICPS gains did not link with academic gains, prosocial behavior gains did. (NRB)

ED 255 880 CS 007 994

Kautz, Karen
Attitudes and Values about Reading as Conveyed by Newspaper Comic Strips.
PUB DATE- May 85
NOTE- 46p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; *Comics (Publications); Independent Reading; Learning Activities; *Newspapers; *Reading Attitudes; Reading Habits; Reading Materials; *Reading Research; Recreational Reading

A study was conducted to determine how often newspaper comic strips deal with the topic of reading and how often a positive attitude is revealed toward the act of reading. From January 1984 through December 1984, daily and Sunday comic strips from the "Newark Star Ledger" were reviewed. Counted or recorded were the number of times reading was the subject of the comic strip, the kind of attitude portrayed, and the kind of reading participation the characters exhibited. The results, 52% positive references and 48% negative references, do not suggest a significant difference in the portrayal of reading as a positive or negative activity. Most often the characters themselves were seen reading, during which time 69% of the material was read inactively as opposed to 31% of the material actually being read aloud. Male characters (79%) were seen participating in a reading activity more often than female characters (21%). The characters used the newspaper more often than any other material, with books being the second most popular choice. Newspapers could reinforce positive feelings toward reading by increasing the number of comic strips that show reading as a worthwhile activity. (Reviews of related literature, references and numerous tables of findings are included.) (EL)

ED 255 911 CS 008 034

Nelms, Virginia C.; Newby, Maybelle R.
Comprehension of Expository Texts in Middle Grade Classrooms.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Georgia Council of the International Reading Association Spring Conference (Atlanta, GA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Interaction; Junior High Schools; Middle Schools; *Models; *Prior Learning; *Reading Instruction; *Reading Strategies; *Teacher Guidance; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Interactive Teaching

Three processes form the basis for interactive teaching--a model recommending that teachers guide students in thinking before reading, interacting with the text, and reflecting and reacting to the text materials. Successful reading often depends upon the ability of students to relate what they already know to what they are about to read. Questions, both teacher and student constructed, encourage students to associate their experiences and prior knowledge with the text content. Semantic mapping is another technique for expanding and relating prior knowledge. As for interacting with the text, a study-reading strategy, PARS, has proven to be appropriate for middle grade and junior high school students. PARS consists of four steps: (1) setting a purpose, (2) asking questions that relate to the purpose, (3) reading to answer these questions, and (4) summarizing content in one's own words. Questions that can be categorized as requiring application, analysis, synthesis, or evaluation of content are profitably used during the final phase, when the reader is reflecting and reacting to the text material. One final reflective-reactive strategy middle grade students may enjoy using to integrate their new knowledge is the cinquain, which encourages readers to weave together new concepts with feelings they experienced during their reading. (HOD)

Peters, William H.
Research-based Teacher Behaviors for Effective English Teaching.
PUB DATE- 29 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; College Freshmen; *English Instruction; Higher Education; *Psychological Characteristics; *Teacher Behavior; *Teacher Effectiveness; Teacher Influence; *Teacher Response; Teaching Styles

Two studies examined the relationship between teacher behavior and effective English teaching. The first study, in 1978, investigated whether a relationship exists between the intellectual disposition of English teachers and student response to literature using the Co (complexity) Scale of the Omnibus Personality Inventory (OPI) to measure teacher intellectual disposition and the Written Response to Literature test to assess student response. The findings suggest that teacher intellectual disposition will not interact with complexity in the students' performance, and that neither student intellectual disposition nor the individual teacher had an effect on student performance. In the second study involving a similar group, it was expected that if learning outcomes of students relate to high complexity teachers, then a trait such as tolerance to ambiguity and preference for complexity would relate to cognitive verbal reactions created by teachers in the classroom. Freshman English teachers were tested and ranked according to norms in the OPI manual. Teachers with the six highest and the six lowest scores on the Co Scale were identified, and classes of each teacher selected were observed by a trained observer for a period of four weeks. Cognitive verbal reactions were recorded. The study provided evidence that teachers with the highest scores on the Co Scale tended to move their students into higher levels of cognition and to find alternative methods of presenting information, and were more likely to provide positive reinforcement than low complexity teachers. (EL)

ED 255 940 CS 208 852

Agee, Hugh

Adolescent Literature Is More Than the YA Novel: Making a Case for Biography.

PUB DATE- 29 Mar 85

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adolescent Literature; *Biographies; Elementary Secondary Education; English Instruction; *Evaluation Criteria; Literary Criticism; Literary Genres; *Literature Appreciation; Nonfiction; *Reading Material Selection

Biography is a form of nonfiction that, when well-researched and well-written, can be as enjoyable and as engaging as the best of novels. The quality of these books can be judged by the quality of writing and by the honesty and accuracy in the presentation of the subject. There has to be in the text or in supporting materials some assurance that the writer has researched the subject adequately. Although biography means literally "life writing," no biographer presents a complete portrait of an individual's life. Some biographers work from firsthand experiences with their subjects, as in the case of James Boswell's recording the "life" of Samuel Johnson. Truth remains a vital element of biography of any kind, though this has not always been practiced. For example, Parson Weems endowed George Washington with legendary honesty through the cherry tree episode. Publishers have much to say about the nature of the biographies they publish for young readers. Biography may also be found in the comic book realm, and some receive a special boost through the success of films. Biographies can be a deeply felt and deeply thoughtful reading experience. (HOD)

ED 255 955 CS 504 886

Hellweg, Susan A.; And Others
The Pervasiveness and Impact of Corporate Quality Circles: A Survey of Major American Corporations.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Convention of the Western Academy of Management (San Diego, CA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Business Communication; *Communication Research; *Communication Skills; Group Dynamics; *Labor Relations; *Occupational Surveys; *Organizational Communication; Problem Solving; *Program Effectiveness; Speech Communication
IDENTIFIERS- *Quality Circles

To assess the pervasiveness of quality circles in American corporations, as well as to ascertain perceptions of their impact in terms of various organizational outcomes, a 45-item questionnaire was mailed to personnel directors of the Fortune 500 corporations. Some time after the initial mailing, a follow-up mailing was executed to maximize the response rate. A total of 123 questionnaires was returned, 73 for corporations using quality circles and 50 for corporations not using them. The responses supported eight conclusions, among them: (1) companies vary widely in how long they have had quality circles, how many circles they have functioning, and how many facilitators they employ to run them; (2) the identification of job related problems is the most important objective of a quality circle program, the least important being the development of group dynamics skills among employees; (3) training of circle leaders and circle members generally includes components on group dynamics, data collection methods, brainstorming techniques, problem-solving, cause and effect analysis, Pareto Analysis, and presentation techniques; (4) about one-half of the companies have formally evaluated their quality circle programs; and (5) the circles have effected a moderate decrease in production errors. (HOD)

ED 255 970 CS 504 916

Carter, David A.
Rhetoric, Public Address, and Media Studies.

PUB DATE- 11 Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Descriptions; *Discourse Analysis; Films; Film Study; Higher Education; *Mass Media; Music; Radio; *Rhetorical Criticism; *Speech Communication; *Teaching Methods; Television

Rhetorical studies of the media during the past decade have tended to focus upon specific types of media such as music, television, film, and radio. Most recently, however, rhetorical studies such as James Chesebro's "The Media Reality" suggest that rhetorical critics are moving toward an examination of the collective influence of the media in shaping cultural realities. The undergraduate students at the University of South Florida are introduced to the relationships between rhetorical criticism and the media through a 16-week junior level course called Popular Forms of Public Communication. The course is divided into five units. The first unit introduces students to rhetorical criticism and focuses their attention on selected speeches and pieces of discourse. The second unit of the course deals with television and radio as forms of public communication. The third unit focuses on film as communication, while the fourth focuses on music as a form of communication. The final unit examines the graphic media such as cartoons, posters, magazines, photography, and postcards as popular media. During the course students are required to write three different rhetorical analyses focusing on three different media. The course constitutes a challenge to the students because it requires them to develop a critical perspective for rhetorical criticism in general and the media in particular. (HOD)

Manual on Declining Enrollment. Prepared for the Lynbrook Union Free School District by the Hofstra School Decline Team.

Hofstra Univ., Hempstead, NY. Dept. of Educational Administration.

PUB DATE- Apr 82
NOTE- 206p.; A project conducted by graduate students of the Department of Educational Administration, Hofstra University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Community Surveys; *Declining Enrollment; *Educational Planning; Elementary Secondary Education; Enrollment Projections; Enrollment Trends; Local Issues; Operating Expenses; *Organizational Change; Private Schools; *Public Schools; School Activities; School Law; School Zoning; Space Utilization; Staff Utilization; *Suburban Schools
IDENTIFIERS- Hofstra University NY; *Lynbrook Union Free School District NY; *New York (Long Island)

By researching this project, a group of graduate students gained practical knowledge of administrative problems linked to declining enrollment while providing consultation for a Long Island, New York, school district. The two professors coordinating the project identified 13 component issues, each of which was assigned to a team of students; each team's work was preceded by a session of instruction in the issue at hand. Each team was to work directly with the school district; ultimately, however, communications were conducted by the professors to reduce annoyance for the district. This report's initial sections present a project description, a description of the school district, and a planning process recommended for the district. Succeeding chapters discuss the following aspects of the research: (1) two community surveys--one each by mail and telephone, (2) historical data on class (grade) size, (3) current enrollment projections, (4) school attendance areas, (5) neighborhood politics related to school decline, (6) facilities and space utilization, (7) individual building operating costs, (8) staffing patterns and needs, (9) effects of decline on educational programs, (10) private school enrollment, and (11) legal considerations. Also included are the researchers' evaluation of the project, an extensive bibliography, and participating students' vitae. (MCG)

ED 255 645 CE 041 084

Maurice, Clyde; And Others

An Analysis of the Career Aspirations of Disadvantaged Students Enrolled in Vocational Education Programs. Final Report from July 1, 1982 to August 31, 1984.

Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- Jul 84

NOTE- 169p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Disadvantaged; Educational Counseling; *Educationally Disadvantaged; Employment Level; *Enrollment Influences; High Schools; Literature Reviews; *Minority Groups; National Surveys; *Occupational Aspiration; Parent Attitudes; Parent Influence; Questionnaires; Student Attitudes; Student Characteristics; Student Motivation; Student Recruitment; Two Year Colleges; *Work Attitudes

A study examined the career aspirations of disadvantaged students enrolled in vocational education programs. During the first phase of the study, the researchers reviewed the literature pertaining to the phenomenon of job aspirations as it pertains to or explains the disproportionate enrollment of disadvantaged students in low-level programs. Next, data were collected from 2,348 students from 29 secondary and postsecondary vocational and technical schools, and telephone interviews were conducted with 201 parents. These data pointed to four potential barriers to enrollment in high-level programs--parental influence, the prestige value of a student's occupational environment, the nature of the student's personal development, and sources of information for making educational choices. The following conclusions emerged from the study: the negative effects of disadvantagement are rooted in the experiences of students before they pursue vocational programs; the negative effects of disadvantagement are reinforced by the educational system; and recruitment procedures sometimes alienate disadvantaged clients. (Appendixes to this report include the survey instrument, descriptions of the data collection methods used during the study, and responses to 10 open-ended questions included on the survey instrument.) (MN)

ED 255 697 CE 041 170

Grimes, L. A., Jr.
Introduction to Solar Heating and Cooling Systems. D.O.T. 637.281 and .381. Student's Manual.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 42p.; For the instructor's guide, see CE 041 169.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218 (Stock No. IE 232 S--$10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; Behavioral Objectives; Construction Materials; Equipment; *Heating; Individualized Instruction; Learning Activities; *Maintenance; Postsecondary Education; Power Technology; Programed Instructional Materials; Repair; Secondary Education; *Solar Energy; *Structural Elements (Construction); Vocabulary

This manual on solar heating and cooling systems is one of a series of individualized instructional materials for students. The manual is self-paced, but is designed to be used under the supervision of a coordinator or an instructor. The manual contains 15 assignments, each with all the information needed, a list of objectives that should be met, and exercise questions that can help in meeting those objectives. The assignments are organized into six sections. The first section introduces solar heating and cooling systems and explains how to use the manual. The second section suggests planning considerations for those considering solar conditioning, while the third section covers the various types of solar heating and cooling systems. The fourth and fifth sections of the manual cover the controls and plumbing needed for solar systems and the solar equipment needed. Installation and maintenance of solar energy systems are covered in the final section. A glossary and a bibliography are included in the manual. (KC)

ED 255 726 CE 041 247

Gilli, Angelo C., Sr., Ed.
Joining Vocational Education and the Community. Maryland Vocational Administrators' Conferences Spring and Fall 1984.
Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Apr 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; Curriculum Development; Educational Cooperation; Industry; Job Training; *Labor Force Development; Postsecondary Education; *Productivity; *Role of Education; School Business Relationship; School Community Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Linkage

Materials are provided from the spring and fall Maryland Vocational Administrators' Conferences. Part I: Spring 1984 begins with Addison S. Hobbs' brief welcome and the conference agenda. "Linkage Projects between LEAs (local education agencies), Two-Year Colleges, and Senior Colleges" (Lynn M. Gilli, recorder) summarizes resource persons' comments on linkage and their programs. "Training People for Productivity in Industry" (Peter Hudson) discusses staff retraining at Westinghouse. "Training People for Productivity in Industry: Applications in and Meaning for Education" (Richard Kiley) lists what educators can do to prepare students to be productive workers. An evaluation of the spring conference includes eight data tables. Part II: Fall 1984 begins with a copy of the agenda. "Enhancing Connections between Vocational Education and the Business Industrial Community" (Michael D. Usdan) discusses 11 interrelated issues that form the basis for a realistic projection of a change-laden scenario that will influence educational administration. "Linkages Between Secondary/Postsecondary Vocational Programs and Other Community Agencies" (Leon L. Copeland, Clarence Johnson, Willard Mumford) describes three exemplary programs, focusing in each case on underlying philosophy or goal, program organization and implementation, and the program's degree of success. A table provides evaluation data on the fall conference. "Productivity: a Password for Excellence in Vocational Education" (Addison S. Hobbs) expands upon a philosophy of productivity. "Needed Curricular Changes in Vocational Education" (Albert J. Pautler, Jr.) suggests a modular curriculum. "Productivity and Equity in Vocational Education: An Agenda for Action" (Thomas C. Tuttle) proposes courses of action for building an agenda for Maryland vocational education. "Developing Human Resources through Staff Development" (Kurt Eschemann) sees staff development as a method of maintaining the highest quality instruction possible. "Productivity through Vocational Education" (Alfred W. Pelletier) discusses the contribution that quality vocational education can make to the national economy and to the development of meaningful employment for students. (YLB)

ED 255 739 CE 041 275

Iwler, Irvin H.; And Others
Assessment of the Impact of the Bureau of Vocational Education's Practical Nurse Program. Final Report.
Pittsburgh Univ., Pa. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Sep 84
NOTE- 522p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Allied Health Occupations Education; Comparative Analysis; *Delivery Systems; Educational Needs; Educational Policy; Educational Trends; Education Work Relationship; Employer Attitudes; *Financial Support; Futures (of Society); Graduate Surveys; Labor Needs; Needs Assessment; *Nursing Education; Outcomes of Education; Postsecondary Education; *Program Administration; Program Effectiveness; *Program Evaluation; Questionnaires; Salary Wage Differentials; State Programs; State Surveys; Statewide Planning; Student Attitudes; Teacher Attitudes; Trend Analysis
IDENTIFIERS- *Pennsylvania

A study assessed the impact of the Pennsylvania Bureau of Vocational Education's practical nurse program for funding years 1979-1980 (38 programs), 1980-1981 (40 programs), and 1981-1982 (41 programs). Researchers reviewed literature pertaining to the state of the art of health care both in Pennsylvania and across the Nation. Next, they administered questionnaires to 97 state- and school-level administrators of health occupations education programs, 1,082 practical nurse (PN) graduates, and 201 health care employers. On-site interviews were conducted with PN program coordinators, administrators, and graduates in each of the six regions of the State. Graduates of the State's PN programs during the three years studied averaged a 96 percent success rate as first-time takers of the national licensure examination, thus surpassing the national average of 90 to 92 percent. Seventeen recommendations were set forth concerning the delivery, monitoring, and funding of PN programs as well as the design and implementation of further program-related research. (Included in the 17 appendixes to this report are the various instruments used in the study, descriptive materials regarding two Pennsylvania PN programs, rules and regulations of the State Board of Nurse Examiners for Practical Nurses, and PN program graduates' advice to persons interested in enrolling in a PN program.) (MN)

ED 255 782 CG 018 114

Dowd, E. Thomas; And Others

The Therapeutic Reactance Scale: Development and Reliability.

PUB DATE- Aug 84
NOTE- 24p.; Paper based on a presentation at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Client Characteristics (Human Services); College Students; Counseling Effectiveness; *Counseling Techniques; Counselor Client Relationship; Higher Education; Individual Differences; Psychological Characteristics; Test Construction; *Test Reliability
IDENTIFIERS- Paradoxical Techniques; *Reactance (Psychology); *Therapeutic Reactance Scale

Much more research has been done on the effectiveness of therapeutic techniques than on the client characteristics which mediate the effectiveness of these techniques. Research on client characteristics has concentrated on demographic variables rather than psychological characteristics such as client reactance. The Therapeutic Reactance Scale was developed to measure psychological reactance. An initial pool of 112 items was developed and administered to 130 college students. A subsequent item analysis identified 28 items as showing item-total test correlations of .30 or above. A factor analysis resulted in the identification of two factors, labeled behavioral reactance and verbal reactance. Internal consistency reliability coefficients ranged from .75 to .84 while test-retest reliability coefficients ranged from .57 to .60. Additional divergent validity data showed low correlations with the Beck Depression Inventory and the Spielberger State-Trait Anxiety Inventory. The results indicated that there does seem to be an identifiable construct of psychological reactance which is an individual difference characteristic stable over time. The concept of psychological reactance has particular application to paradoxical counseling, as the theory behind the use of paradoxical interventions predicts that some paradoxical techniques would be more applicable to reactant clients than compliant ones. Four pages of references are included. (Author/NRB)

ED 255 795 CG 018 127

Tobacyk, Jerome; And Others
Sex Role Orientation and Adjustment: Comparisons of Four Models.
PUB DATE- Mar 83
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (29th, Atlanta, GA, March 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Androgyny; *Cognitive Style; *Congruence (Psychology); Identification (Psychology); *Personality Traits; Psychological Patterns; *Self Concept; Sex Differences; *Sex Role
IDENTIFIERS- Moods

Four major formulations of the relationship between sex role orientation and successful adaptation have found support in the literature: a traditional sex role, androgyny, masculinity, and androgyny for females. The adaptive implications of sex role orientation were examined on constructs reflecting intrapersonal functioning, i.e., ego identity achievement, mood, actual-ideal self-concept congruence, and cognitive complexity. Male (N=92) and female (N=94) college students completed the Bem Sex Role Inventory, the Ego Identity Achievement Scale, a form of the Rep Grid, and a mood self-report item. To test among the four formulations and to allow a more precise comparison of the effects of gender and sex role on the adaptation measures, six groups were formed: masculine males, androgynous males, feminine males, masculine females, androgynous females, and feminine females. Although the masculine male group showed the most effective functioning on the adaptation measures, the feminine female group showed the least effective functioning, indicating lack of support for the traditional formulation of sex typing for both genders. The formulation that psychological androgyny is most adaptive for both genders was not supported, since the androgynous male group consistently showed the least effective functioning on all adaptation measures. The formulation of a gender by sex role interaction in adaptation, with an advantage of androgyny for females was not supported since the female androgynous and female masculine groups performed equally efficiently. The formulation that level of masculinity is the most important determinant of adaptation for both genders was provided considerable support. (NRB)

ED 255 866 CS 007 975

Baumann, James F.

The Systematic, Intensive Instruction of Reading Comprehension Skills.

PUB DATE- Nov 84

NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Directed Reading Activity; Independent Study; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Secondary Education; Teacher Behavior; *Teacher Effectiveness; *Teacher Role; Teaching Methods

IDENTIFIERS- Direct Instruction; *Theory Practice Relationship

In direct instruction, the teacher, in a face-to-face, reasonably formal manner, tells, shows, models, demonstrates, and teaches the skill to be learned. Therefore, it is the teacher behavior aspect of classroom instruction that underpins the instructional strategy for teaching main ideas. Much has been learned about teacher behaviors that discriminate successful teachers from less successful teachers. Most of the teacher behaviors described in teacher effectiveness research cluster under the rubric "direct instruction." In a global sense, when direct instruction occurs, enough time is allocated to reading instruction, teachers accept responsibility for student achievement, and they expect that their students will learn. One direct instruction strategy for teaching students various reading comprehension skills is a five-step approach documented by the work and research of J. F. Baumann. The five steps consist of introduction, example, direct instruction, teacher directed application, and independent practice. That is, the teacher tells the students what the lesson will be about; the teacher provides an example; the teacher actually teaches the lesson; and then the teacher gradually releases responsibility for learning to the students through guided application exercises and by providing independent practice. (HOD)

ED 255 896 CS 008 015

Nardiello, Patricia

Are the Individual Interests of Seventh Grade Students Reflected in the Content of the Basal Readers Used in the Classroom.

PUB DATE- May 85
NOTE- 43p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Basal Reading; Grade 7; Junior High Schools; Literature Appreciation; Reading Instruction; *Reading Interests; *Reading Materials; *Reading Research; Story Reading; *Student Interests

A study was conducted to determine whether the interests of seventh grade students were reflected in the content of the basal stories used in the classroom. Subjects were 48 seventh graders enrolled in developmental reading in an upper middle-class socioeconomic region of New Jersey. On a questionnaire, students were asked to select from a list of fiction and nonfiction stories their first, second, and third choices of stories they like to read. The questionnaires were tallied and categories of student reading interests were determined. Stories in the basal readers--the Scott Foresman "Sense" (1981) and the Harcourt Brace Jovanovich "Exploring Paths" (1979)--were individually analyzed and story content was categorized into areas of interest. The number of each type of story was recorded. A comparison and correlation were made between the questionnaires and what was found to be the story content of the basals. Results indicated that the most frequently chosen stories of seventh grade students do not coincide with those that most frequently occurred in the basals used. (A review of related research, a bibliography of references, and a copy of the questionnaire are appended.) (EL)

Marklund, Inger
Educational Research in Sweden: Reform Strategies and Research Policy.
PUB DATE- 85
NOTE- 13p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p187-99, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Educational Change; Educational Policy; *Educational Research; Financial Support; Foreign Countries; Governance; National Programs; Public Agencies; *Research and Development
IDENTIFIERS- Research Trends; *Sweden

Research plays a necessary and highly valued role in the process of educational reform which has been modifying Sweden's educational system since the 1950's. The fixed resources available to universities for research and the flexible resources allocated to universities and other agencies by four major funding organizations are described in this report. The reform-oriented research and development on which the largest of these four organizations, the National Board of Education (NBE) focuses, differs from discipline-oriented or basic research in that it is conducted in accordance with an overall plan, it is coordinated with other research, it is aimed at diffusion, and it is evaluated in light of national policy goals. The study describes the current research and development plans for the NBE, and discusses the kinds and degrees of effects resulting from application of the research results. The chapter concludes with an overview of recent developments in Swedish educational policy, including tendencies toward decentralization of governance and toward long-range research and planning. (PGD)

ED 255 632 CE 040 791

Wilson, Christopher F.; Faddis, Bonnie J.
A Handbook for Impact Evaluation of Community Education.
San Diego County Office of Education, CA.
PUB DATE- 83
NOTE- 60p.; Blank note pages have been removed.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Attendance; Community Education; *Community Schools; Cost Effectiveness; Educational Assessment; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Measurement Techniques; Outcomes of Education; Participant Satisfaction; Political Attitudes; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Public Opinion; Public Support; *Research Methodology; *School Community Relationship; School Vandalism; Self Evaluation (Groups); Success; Surveys; Voting

This handbook provides a model or process for examining the impact of a community school. Specifically, it provides a step-by-step guide to assessing impact by looking at voting, public opinion, attendance, and vandalism data. Other potential indexes of impact are also discussed. The steps involved in conducting an impact evaluation are similar to those used in any evaluation model: (1) development of evaluation questions, (2) selection of data collection methods and design, (3) data summary and analyses, and (4) reporting of results. Each of these steps is described in detail in the first chapter of this six-chapter handbook. Following this section are four chapters on specific data collection and analysis methods for four areas of impact evaluation: voting patterns on school-related issues, polling public opinion, attendance/absenteeism patterns, and school vandalism. The final chapter of the handbook discusses other types of impact questions with suggestions for data collection methods and evaluation designs. Facing each page of the text is a page for notes. (KC)

ED 255 712 CE 041 204

Bishart, Gus; Werner, Claire

Production Machine Shop Employment Competencies. Part Three: The Engine Lathe.

Los Angeles Unified School District, Calif.

PUB DATE- Dec 84
NOTE- 74p.; For related documents, see CE 041 202-205.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Behavioral Objectives; Employment Programs; *Evaluation Criteria; Federal Programs; *Job Skills; Job Training; Machine Tool Operators; *Machine Tools; *Machinists; *Metal Working; Performance; Postsecondary Education; Trade and Industrial Education
IDENTIFIERS- *Job Training Partnership Act 19

Competencies for production machine shop are provided for the third of four topic areas: the engine lathe. Each competency appears in a one-page format. It is presented as a goal statement followed by one or more "indicator" statements, which are performance objectives describing an ability that, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by one or more "benchmark" statements or observable behaviors describing what the trainee will do to prove that he/she is demonstrating achievement of the performance objective. Benchmark statements are followed by an "assessment" statement, which describes how the observer determines that the benchmark is achieved and establishes the criteria for performance. The competencies for this topic are divided into 18 sections: metal cutting, the engine lathe, care of the lathe, speeds and feeds, cutting tools and fluids, drilling a center hole, facing ends, rough turning, finish turning, mounting workpieces, drilling on the lathe, boring, reaming, mandrel, knurling, filing and polishing, turning tapers, and steady and follower rest. (YLB)

Hull, Daniel M.; Lovett, James E.

An Assessment of the State of the Art of Curriculum Materials and a Status Assessment of Training Programs for Robotics/Automated Systems Technicians. Task Analysis and Descriptions of Required Job Competencies of Robotics/Automated Systems Technicians.

Center for Occupational Research and Development, Inc., Waco, Tex.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- May 84

NOTE- 156p.; For related documents, see CE 041 139-143.

CONTRACT- 300-83-0122

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Automation; Educational Research; *Electromechanical Technology; Enrollment; *Manufacturing; Occupational Information; Postsecondary Education; *Robotics; *School Statistics; School Surveys; State of the Art Reviews; Teachers; Technical Education; Technological Advancement; Two Year Colleges

IDENTIFIERS- *Computer Assisted Manufacturing

This report presents the results of research conducted to determine the current state of the art of robotics/automated systems technician (RAST) training offered in the United States. Section I discusses the RAST curriculum project, of which this state-of-the-art review is a part, and offers a RAST job description. Section II describes the information sources for the project survey--public and private institutions providing technician training--and the types of information sought. The presentation of data is addressed in section III. A table provides a state-by-state listing that identifies the number of schools offering RAST training. Section IV presents a summary of the results of the survey which indicates that: 56 institutions currently provide RAST training programs; 114 schools offer robotics courses as electives; currently, 159 instructors teach robotics and 5,472 students are studying to become robotics technicians in the two-year associate degree and certificate programs; 33 texts are currently being used in training robotics technicians; and 27 other competency-based modular texts applicable to portions of RAST training are available. Appendixes, amounting to approximately four-fifths of the report, include raw survey data, a bibliography, and a chart of colleges and universities offering robotics training. (YLB)

ED 255 755   CE 041 302

Welding. Student Learning Guide.

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 84

NOTE- 457p.; For related documents, see CE 941 296-303.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction Materials; Course Content; Educational Resources; Employment Interviews; Hand Tools; *Job Skills; *Learning Activities; Learning Modules; Manufacturing Industry; *Metal Working; Secondary Education; Test Items; *Trade and Industrial Education; Vocational Education; *Welding

IDENTIFIERS- Power Tools

This student learning guide contains 30 modules for completing a course in welding. It is designed especially for use in secondary schools in Palm Beach County, Florida. Each module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities keyed to resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The 30 modules cover the following topics: performing bending operations manually; locating job openings; performing cutting operations with power equipment; welding single- and multiple-pass lap joints in true horizontal position; welding outside corner joints in flat position; welding butt joints in horizontal position; welding multiple-pass tee joints in true horizontal position; welding outside corner joints in horizontal position; welding single- and multiple-pass lap joints in vertical position; welding outside corner joints in vertical position; welding butt joints in vertical position; welding single- and multiple-pass lap joints in overhead position; welding multiple-pass tee joints in overhead position; gas welding carbon steel joints; repairing products from ferrous/nonferrous metals; setting-up and welding pipe joints; cutting carbon steel using oxy-fuel equipment; lead soldering ferrous and nonferrous metal; silver brazing copper pipe joints; brazing ferrous and nonferrous metals; gas welding cast iron; preparing pipe joints for welding; identifying metals by appearance and weight; setting up portable oxy-fuel equipment; running short beads; fabricating products from ferrous/nonferrous metals; participating in job interviews; performing punching operations with power equipment; welding multiple-pass tee joints in a horizontal position; and welding butt joints in flat position. (KC)

ED 255 810 CG 018 142

Rosenman, Linda; And Others
Widowed Families with Children: Personal Need and Societal Response. Working Paper No. 7.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87163-9
PUB DATE- May 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; Child Role; Coping; *Death; Emotional Response; Family Problems; *Family Relationship; Foreign Countries; *Grief; One Parent Family; Stress Variables; Widowed
IDENTIFIERS- Australia (Melbourne)

The death of a parent can cause economic and emotional stress for the surviving family members. As part of a larger survey of widowed men and women, living in Melbourne, Australia, data on needs of children who had experienced a parent's death were collected from 126 widowed parents with at least one child under the age of 18. Parents reported that the impact on the children of a parent's terminal illness varied according to the amount of change in their routines, the extra responsibilities they were assigned, and their comprehension of the situation. Children's reactions to the actual death of a parent varied from shock or withdrawal to openly expressed grief, reactions being largely age-related. The emotional effects on the children of losing a parent extended beyond the first months following the death. Many of them showed signs of insecurity years later and a few showed signs of emotional disturbance, especially those children whose parents had committed suicide. In addition to dealing with grief and bereavement, children faced many economic and social changes: reduction in family income, new caregivers, residence changes, and an increase in responsibilities at home. The data suggested a need for re-evaluation of policy and services for children, to help them deal with bereavement and to help ameliorate the effects of growing up in a single-parent family. (NRB)

ED 255 852 CG 018 184

Kelly, Anthony E.
Toward a Metapsychotherapy Using a Model from Historical Criticism.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; Epistemology; *Figurative Language; *Poetry; Psychiatry; *Psychotherapy; Rational Emotive Therapy; *Schemata (Cognition); Transactional Analysis

Psychoanalysts and psychotherapists in general do not apprehend the data of their field in any strict literal sense. Rather, they prefigure psychopathological data at a precognitive level. This prefiguration employs one or more of the poetic tropes of metaphor, metonymy, synecdoche, and irony. Each psychotherapy achieves its particular explanatory effect by a combination of certain modes of explanation (explanation by argument, emplotment, and ideological implication). Within each of these explanatory strategies lie four modes of articulation. For arguments there are the modes of formism, organicism, mechanism, and contextualism. For emplotment there are the archetypes of romance, tragedy, comedy, and satire. For ideological implication there are the tactics of anarchism, conservatism, radicalism, and liberalism. The use of these strategies by psychoanalytical, rational-emotive, behavioral, person-centered, paradoxical, and transactional therapists suggests that individual psychotherapies may be manifestations of a greater metapsychotherapy which is essentially poetic in nature. (Author/NRB)

ED 255 881 CS 007 995

Swajkowski, Cynthia

Teaching the Word Families Increases the Reading Vocabulary of First Graders in Contrast to First Graders Taught Only Phonic Analysis.

PUB DATE- May 85

NOTE- 35p.; M.A. Thesis, Kean College of New Jersey.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Beginning Reading; Comparative Analysis; Grade 1; *Phonics; Primary Education; *Reading Instruction; *Reading Research; Reading Strategies; Teaching Methods; *Vocabulary Development; *Word Recognition

IDENTIFIERS- *Word Families

An experiment was developed under the assumption that learning about word families could help ease the introduction of short vowels to first grade students. The hypothesis was that teaching the word families would increase students' reading vocabulary, in contrast to the learning acquired by students taught only phonetic analysis. The control group was taught the regular phonetic reading while the experimental group's reading was augmented with instruction about 15 word families. A pretest of 100 words was administered to both samples and results were calculated. The posttest was given following five weeks of instruction. Gain scores were computed from the pretest to the posttest. The control group's mean gain of 32.88 was significantly higher than the experimental group's mean gain of 31.09. On the basis of these results, it was concluded that there was little, if any, support for daily instruction in word families. Appendices include the pre- posttest vocabulary test and test results, as well as a list of the word families taught and materials for an instructional game. (Author/HOD)

ED 255 897 CS 008 016

Hangge, Richard Thomas
Will the Addition of Study Skills to the Teaching of Social Studies Improve the Learning of Social Studies Content?
PUB DATE- May 85
NOTE- 34p.; M.A. Thesis, Kean College of New Jersey. The Performance Test for Unit 3: "Culture in the United States" and student text pages 70-86 from "Windows on Our World: The United States" (Houghton Mifflin, 1976) have been removed due to copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Advance Organizers; Comparative Analysis; *Content Area Reading; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Research; *Social Studies; *Study Skills

To determine whether the addition of study skills in the teaching of social studies would improve the learning of social studies content, a study was conducted comparing two fifth grade classes in social studies for a period of nine weeks. One fifth grade group of 15 students was the control group and the other fifth grade group of 17 was the experimental group. Both groups studied a unit, "Culture in the United States," from the 1976 edition of "Windows on Our World--The United States" published by Houghton Mifflin. Students in the experimental group began each chapter with an advanced organizer indicating an overall summary of the material contained within the chapter. At the end of the unit, experimental group students were given a programed review and then a publisher-made test to help reinforce vocabulary and general concepts. Students in the control group were instructed as usual, assigned to read each chapter and answer the questions at the end, and given the same publisher-made test as the experimental group. A comparison of the results indicated significantly greater student achievement in the content area with a skill-centered approach. (HOD)

ED 255 912 CS 208 631

Student Performance Standards for Senior High Language Arts.

Brevard County School Board, Cocoa, Fla.

PUB DATE- 84
NOTE- 138p.; Developed by a Task Team. Small print throughout document.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Objectives; Creative Writing; Drama; Educational Improvement; *English Instruction; High Schools; Journalism Education; *Language Arts; Literature Appreciation; *Performance Factors; Speech Instruction
IDENTIFIERS- Excellence in Education

Developed by a team of 13 teachers, this guide presents student performance standards for 36 high school language arts courses. For each course described, performance standards and intended outcomes are preceded by a curriculum framework that includes a statement of major concepts and content, laboratory activities, special notes, and intended outcomes. The courses cover such topics as English skills, English honors, world literature, American literature, British literature, contemporary literature, advanced placement English, reading, creative writing, speech, debate, journalism, and drama. The appendix includes the Standards of Excellence approved by the Florida State Board of Education in September 1983, as well as an overview of the Standards of Excellence as they are taught in the curriculum. (EL)

ED 255 927 CS 208 832

Salerno, Douglas
Implications of Cognitive Complexity Research on the Teaching of Perspective-Taking in Writing Courses.

PUB DATE- 22 Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; *Audience Analysis; Higher Education; Interpersonal Relationship; *Perspective Taking; *Persuasive Discourse; *Student Participation; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Audience Awareness

The addition of an interpersonal element to the rhetorical devices offered students as they learn how to construct persuasive messages can enhance their writing by helping students discover why they produce the writing they do. To do so, teachers must help students to become more sensitive to the audience and involve them more in the "construction" of an audience for their assignments. This can be accomplished by having students construct a plausible problem situation that necessitates a letter (or essay). They specify an audience for their assignment and a specific purpose they hope to achieve with their writing. When they complete this preliminary assignment, they have created a "case study," which the teacher evaluates, grading primarily on thoroughness of the problem formulation. After receiving the teacher's comments, the students complete their own assignment. If a buffer is necessary, if "space" is needed to put the reader in a frame of mind conducive to accepting a negative message, students are allowed to decide on the nature of the buffer. Once the assignment is completed, it is evaluated on the basis of information presented in the case study. (Appendixes include model audience analysis profiles and a sample case study.) (HOD)

ED 255 941 CS 208 897

Courtois, Martin; And Others
UIC Research Manual: Everything You Didn't Necessarily Want to Know about Writing Research Papers, But Need to Find Out.
PUB DATE- 85
NOTE- 183p.
AVAILABLE FROM- Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 ($8.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Guidelines; Higher Education; Information Retrieval; Library Materials; *Library Skills; *Research Papers (Students); *Research Skills; Resource Materials; *Student Research; Study Guides; *Writing Instruction; *Writing Skills
IDENTIFIERS- University of Illinois Chicago Circle Campus

Developed at the University of Illinois at Chicago (UIC) for use in teaching basic esearch paper skills in English composition classes, this handbook consists of 11 chapters. Chapter 1 tests the student's research IQ, while Chapter 2 presents techniques for choosing a topic. Chapter 3 guides the student through the use of sources (working bibliography, note cards, documentation, and plagiarism), and Chapter 4 explains the floor plans and layout of the UIC libraries. Chapter 5 helps the students to assess their research needs and choose appropriate sources. Chapter 6 explains how to use library resources such as encyclopedias, the library computer system, magazines and other periodicals, government documents, and additional sources. Chapter 7 presents techniques for organizing the paper (outlining, framing, valid argumentation, logical fallacy, and introductions and conclusions). Chapter 8 guides the students through the writing of the paper, including rough draft, revision, annotated bibliography, and format for final paper, and Chapter 9 explains how to acknowledge sources using the new MLA style and format and the endnote MLA form. Chapter 10 provides two sample papers, and Chapter 11 contains the appendixes that include how to write an "A" paper, hints for second language students, how to use computer software (PLATO) for self-paced composition lessons, and a description of the writing center. (HOD)

ED 255 956 CS 504 887

Hufman, Melody; Barbour, Alton
Sociometry and Classroom Seat Selection.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Design; College Students; *Communication Research; Interaction; *Interpersonal Attraction; Nonverbal Communication; *Personal Space; *Proximity; *Sociometric Techniques
IDENTIFIERS- *Seating Preferences

Since attraction and close proxemic distances have been found to be associated throughout the study of nonverbal communication, a study was conducted that hypothesized that attraction would be a more important predictor of seat selection than any other variables. Subjects included students enrolled in introductory speech communication classes who had known one another for three and a half months. Subjects were given a form that asked them to list in order of preference those classmates with whom they wished to engage in two activities: working on a class project and attending a party. Next, subjects were given a seating chart asking them where they would like to sit if they attended a lecture and a class discussion. Subjects were also given a seating chart indicating that they had been assigned to the seat they requested; however, their sociometric choices--their first choice for task attraction and their first choice for social attraction--were identified as having been assigned to sit in a completely opposite section of the room. If the subjects wanted to change their seats based on the information given, they were asked to indicate their new seat preference. Results indicated that attraction had a significant role in the ways students used the space between one another and used such features as rows of chairs to manifest their relations with one another. (HOD)

ED 255 971 CS 504 917

Jensen, Marvin D.

The Decline of the Audience.

PUB DATE- 16 Mar 85
NOTE- 11p.; Paper presented at the Annual Convention of the International Listening Association (6th, Orlando, FL, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiences; *Behavior Change; *Behavior Patterns; Behavior Problems; *Behavior Theories; Drama; Films; Influences; *Social Behavior; Speech Communication; Teacher Role; Theater Arts
IDENTIFIERS- *Rudeness

The decline of manners prevalent in American audiences can be reversed only by finding and addressing the causes for poor behavior. One theory suggests that social stresses have a ripple effect, eroding generosity and spawning a meanness of spirit that is eventually reflected in audience behavior. A related theory suggests that audience rudeness increases when people have not suffered enough. Other theories suggest that the decline of audience manners is more related to technological influences than to social changes. Such things as videogames and computers encourage quick reactions and offer instant resolutions--thus creating behaviors and expectations alien to aesthetic involvement. Education remains the primary counterforce to disruptive social and technological influences. Educators must foster the "old-fashioned" concept of manners. Toward that end (1) performance should be a central requirement of secondary school and undergraduate communication education, (2) curriculum planners should make performance courses prerequisite to criticism courses, (3) teachers should emphasize appropriateness rather than correctness of audience behavior, and (4) teachers should try to raise consciousness about audience behaviors. (HOD)

ED 255 986 EA 017 423

Nisbet, John, Ed.; And Others
Research, Policy and Practice. World Yearbook of Education 1985.
REPORT NO.- ISBN-0-89397-204-5
PUB DATE- 85
NOTE- 332p.; For individual chapters, see EA 017 424-444.
AVAILABLE FROM- Publication Sales, Nichols Publishing Company, W. G. Nichols, Inc., P.O. Box 96, New York, NY 10024 ($35.00 hardback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Agency Role; Annotated Bibliographies; *Educational Policy; *Educational Research; Financial Support; *Foreign Countries; Governance; Government Role; National Programs; Politics of Education; *Public Agencies; *Research and Development; Research and Development Centers; Research Problems; *Research Utilization
IDENTIFIERS- Australia; Canada; England; France; Germany; India; Latin America; Netherlands; New Zealand; Poland; *Research Trends; Scotland; Singapore; Sweden; United States; Wales

Nineteen articles on the status of the relationship among educational research, policy, and practice around the world are collected in the 1985 edition of the "World Yearbook of Education." Contributors address the development of national policies on educational research in countries in North America, Latin America, Europe, Asia, and Australia and New Zealand, considering such influencing factors as developments in other countries, the form and attitude of the national government in question, the structures selected for financing and governance, and the impact of other national policies on education. Major research concerns being addressed are identified, and trends are noted. The impact of research on policy-making and on educational practice is discussed in many of the papers. Among the major trends identified are: the significant growth in major research efforts during the 1960's and 1970's; a tendency toward centralization of control of these efforts; a movement away from basic research and toward applied research aimed at achieving national goals; reductions in funding; and a growing interest in action research. The book also contains an introduction that analyzes the questions raised and trends observed by the contributors, and a bibliography of 502 relevant documents, of which 31 are annotated. (PGD)

ED 256 002 EA 017 439

Hoyle, Eric
Educational Research: Dissemination, Participation, Negotiation.
PUB DATE- 85
NOTE- 15p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p203-17. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Cooperation; *Educational Research; Educational Researchers; Information Dissemination; *Participation; *Research Design; Research Problems; *Research Utilization; School Personnel; Theories
IDENTIFIERS- *Knowledge Utilization; Theory Practice Relationship

Dissemination of educational knowledge to practitioners can best be improved by creating contexts in which practitioners are able to participate in the research and in the interpretation of the knowledge gained through the research. It is noted that the distinctions between researchers and practitioners are beginning to break down, largely as a result of technological, epistemological, and professional factors. These factors include improved access to computerized data, challenges to the notion that knowledge is objective and neutral, and new concepts of the relationships between theory and professional practice. The knowledge utilization movement further blurs distinctions between researchers and practitioners by treating research results as just part of a system of factors affecting the knowledge that practitioners apply to any particular problem. Five research styles are identified that serve different functions and involve practitioners in varying degrees; action research, which involves practitioners most centrally, is becoming increasingly popular. The chapter concludes with a discussion of ways in which research and practice can be and have been combined to encourage the kinds of cooperation between researchers and practitioners advocated in this report. (PGD)

ED 256 016 EA 017 636

Preparing a Comprehensive Staff Development Plan: A Technical Guide.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.

PUB DATE- Apr 85
NOTE- 108p.; For a related document, see EA 017 635.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Inservice Education; Needs Assessment; Organizational Objectives; Policy Formation; Program Administration; Program Design; *Program Development; Program Evaluation; Program Guides; *Program Implementation; *Staff Development; State Programs; *State Standards; Teacher Improvement
IDENTIFIERS- Mississippi; Mississippi State Department of Education

This document is a technical guide designed for use in conjunction with the revised guidelines for staff development in Mississippi schools. It outlines and explains a step-by-step process for planning and implementing a staff development program that should foster the changes necessary to improve student and school performance throughout the state. It provides a narrative description of 11 essential steps to follow in developing a comprehensive plan: (1) organize for school improvement, (2) prepare the district mission statement, (3) establish the staff development committee, (4) assess needs for staff development, (5) establish staff development goals and objectives, (6) design implementation strategies, (7) establish a reward system, (8) determine criteria for successful completion of the staff development program, (9) secure administrative support, (10) determine evaluation strategies, and (11) establish a process for program management. Additional selections provide guidelines for maintenance and funding of the staff development program. A bibliography is included, along with an appendix of 25 examples and forms arranged by and referenced to the 11 steps. These examples and forms are presented as suggestions, not prescriptions, and may be modified to meet individual needs. (TE)

ED 255 659 CE 041 112

Honsberger, Marion M.
Development of Curricula and Materials to Teach Performance Skills Essential to Accurate Computer Assisted Transcription from Machine Shorthand Notes. Final Report.
Edmonds Community Coll., Lynnwood, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Instruction; *College Programs; Community Colleges; *Computer Oriented Programs; Course Content; Course Descriptions; *Court Reporters; *Curriculum Development; Educational Planning; Instructional Materials; Office Occupations Education; Program Development; *Shorthand; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Machine Transcription

This project was conducted at Edmonds Community College to develop curriculum and materials for use in teaching hands-on, computer-assisted court reporting. The final product of the project was a course with support materials designed to teach court reporting students performance skills by which each can rapidly create perfect computer-aided transcript with input from his/her own machine shorthand notes and the notes of others. The outcome for any student completing the course includes a programmed floppy disc and/or hard copy personal writing dictionary for use immediately upon entering the court reporting field. Procedures include the writing of curriculum, with lecture notes, and developing projects for students to work on cooperatively on the computer. Audio and video tapes and handouts support the work. The course has been taught twice, with students meeting goals as outlined, and some writing with 98 percent accuracy as they develop personal dictionaries for further fine-tuning of writing style. Evaluation concluded that this approach can reduce attrition by changing emphasis from competition to cooperation and from speed building to accuracy. (The bulk of the report consists of the materials developed during the project, including a course outline, sample lectures, glossary, text master samples, computer purchase analysis, and examples used in the class.) (KC)

ED 255 685 CE 041 157

Bjur, Mike
Advanced Placement in Vocational Education. Final Report.
Clark County Vocational Skills Center, Vancouver, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 84
NOTE- 36p.; A Research Project in Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1[illegible]1)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); Community Colleges; *Cooperative Planning; Curriculum Development; *Disadvantaged; Educational Cooperation; Educational Needs; Educational Practices; Enrollment Trends; Institutional Cooperation; Material Development; Models, Needs Assessment; Postsecondary Education; Program Development; Program Implementation; Records (Forms); *Regional Planning; Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Washington

A project was conducted to improve articulation between secondary and postsecondary vocational programs in southwest Washington. Included among the major project activities were the following: completion of interviews with vocational staff in six cooperating districts and two community colleges; preparation of a report on the current status of advanced placement in southwest Washington; implementation of a series of articulation meetings for instructors of diesel, auto, and metals (machine shop) programs to design agreements on curriculum communication processes, and forms to be used; development of a model for advanced placement; and establishment of contacts with vocational educators from public and nonpublic institutions in the area. Of 11 districts initially contacted, 6 participated in the interview activity and 3 worked in the articulation meetings to develop the final product. Although those representatives of the nonpublic groups contacted expressed little willingness to participate in the project, the general attitude of the vocational directors and teachers contacted was one of support and agreement on the timeliness of the project. (Appendixes to this report contain the articulation model, copies of the articulation forms, guidelines for implementing the curriculum review process, and the text of a report entitled "Serving the Disadvantaged Student through Vocational Education" by William Hansen.) (MN)

ED 255 698 CE 041 171

Introduction to Hydraulics. Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 26p.; For the student manual, see CE 041 172.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218 (Stock No. IE 234 C--$7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fluid Mechanics; *Hydraulics; Individualized Instruction; Learning Activities; Postsecondary Education; Secondary Education; Teaching Guides; Tests; *Trade and Industrial Education

This instructor's guide on hydraulics is part of a series of individualized instructional materials. The guide is provided to help the instructor make certain that each student gets the most benefit possible from both the student's manual and what he/she does on the job. Notes for the instructor contain suggestions on how the student should use the student's manual. Other contents of the guide include answers to exercise questions and assignment test questions, one set of assignment tests, a program record, and a work sheet that the instructor can use to relate instruction to job experience for the student. Topics covered are liquid flow, pressure gauges and volume meters, and hydraulic pumps, valves, cylinders, motors, accumulators, and liquids. (YLB)

ED 255 740 CE 041 276

Lewis, Morgan; And Others

Future Influences on Vocational Education. Special Publication Series No. 46.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; For related documents, see ED 240 269 and ED 245 061. Printed on colored paper.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN46--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Automation; Business Cycles; *Economic Climate; Educational Finance; Educational Planning; Educational Policy; *Enrollment; Federal Government; *Futures (of Society); Labor Force; *Population Trends; Postsecondary Education; Robotics; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- Office Automation

This booklet provides a brief overview of some of the major trends most likely to influence vocational education during the remainder of the 1980s. It is directed to all vocational educators, particularly planners and policymakers, who want a better understanding of the conditions under which their programs will operate. It considers the nation's economic and political climate, including these influences on the dollars available for vocational education: the stability of the dollar, phases of the business cycle, and competing demands for public funds. The impact of technology, especially robotics and office automation, is surveyed. Demographic changes in the population and labor force to which vocational education must adapt are examined, and job growth and openings are projected. Trends in enrollments and funding for vocational education are then summarized. Finally, these implications for vocational education are advanced: shifts in curriculum emphasis, changes in instructional methods, and the redirection of vocational education and of the content of jobs due to increasing advances in new technology. (YLB)

ED 255 769 CE 041 330

Molokai Farm Project. An Agricultural Training Program of the Maui Community College, University of Hawaii. Report for Fiscal Year 1982-83.

Hawaii State Dept. of Agriculture, Honolulu.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

PUB DATE- Oct 83

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Agricultural Skills; *Business Administration; Business Skills; Community Colleges; Demonstration Programs; *Entrepreneurship; Marketing; Postsecondary Education; Program Effectiveness; Program Implementation; Research Projects; *Vocational Education

IDENTIFIERS- *Hawaii (Molokai); University of Hawaii Maui Community College

The Molokai Farm Project at Maui Community College grew out of a grant for a Youth Agricultural Entrepreneurship Demonstration Program. The program, which can lead either to an associate degree or to a certification of completion for any number of smaller units of course work, is designed to develop students' managerial proficiency and the technical skills needed to operate a farm successfully. Other activities completed during the project include development of a truck crop program to conduct variety trials and provide a cash flow, implementation of a certified ornamental plants program, design and establishment of a fruit and nut orchard, provision of training to families in the area of operating a family-run agricultural enterprise, and establishment of a training site for program graduates to farm. In addition, project staff have worked in cooperation with the local extension service to foster agriculture on the island of Molokai and have managed to find several marketing outlets for crops produced under the auspices of the project. A table showing Molokai Farm produce production for fiscal 1982-1983 and an external evaluation of the project are appended. (MN)

ED 255 783 CG 018 115

Olson, Gerald T.
Assessing Career Guidance's I.Q.

PUB DATE- 84
NOTE 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Career Guidance; Coping; Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Criteria; Leisure Education; *Program Effectiveness; Program Evaluation; *Relevance (Education); School Community Relationship; School Guidance; Student Needs; Student Participation; Teacher Participation; Work Attitudes
IDENTIFIERS- California; *Career Guidance IQ Test

The Career Guidance I.Q. (Indicator of Quality) Test was developed as an aid in assessing career guidance programs' processes and outcomes as they relate to educational excellence. Eight distinct goals (three programmatic, five student outcome), developed from a survey of current career guidance literature, form the basis of the 35-item instrument. An effective program has the following characteristics: (1) facilitates the involvement of teachers, guidance technicians, career counselors, students and parents; (2) increases students' knowledge of socioeconomics, labor market trends, and employability skills, and enables them to view career development as a life process; (3) prepares students to cope with changes in society and occupations; (4) prepares students for leisure time activities; (5) assists them with a satisfactory work adjustment; (6) establishes community partnerships with business, industry, postsecondary schools, and other organizations; (7) provides relevant occupational, educational, and financial aids information, and training opportunities; and (8) avoids the effects of bias, sexism, racism, and stereotyping. The instrument facilitates self-assessment of these eight characteristics as to degree of effectiveness: high, medium, or low. (The Career Guidance I.Q. Test is included in Appendix A, and a comparative summary table indicating the source for each of the test items is included in Appendix B.) (NRB)

ED 255 824 CG 018 156

Drug Abuse Treatment and Prevention--1984. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-2-5
PUB DATE- 26 Jun 84
NOTE- 179p.; Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Drug Rehabilitation; *Federal Aid; *Government Role; Hearings; Local Issues; Prevention; Program Effectiveness; Rehabilitation Programs; State Action; *State Agencies
IDENTIFIERS- Congress 98th; *Methadone

This document contains testimony and prepared statements from assistant secretaries in the Department of Education and the Department of Health and Human Services; directors from the Department of Health and Human Services; the general director of Beth Israel Medical Center; the president of Phoenix House Foundation, Inc., a drug-free treatment program with services in New York and California; the executive director of the Alcohol and Drug Problems Association of North America; representatives from the New Jersey State Department of Health, police departments, schools, and the State Department of Education. Activities of the Department of Health and Human Services and the Department of Education are reviewed to examine their responses to the concerns of state and local treatment and prevention professionals. Reports are included on the current situation from treatment and prevention experts. The role of methadone maintenance in treating drug addiction is examined, and drug-free treatment alternatives are explored. Testimony is also given from a panel of state and local representatives from New Jersey involved in the statewide community organization program (SCOP), a community-based drug abuse prevention approach which has successfully increased school attendance, encouraged youth volunteer services, and reduced vandalism and other disruptive behaviors associated with drug abuse. (NRB)

ED 255 838 CG 018 170

Middle School Guidance and Counseling: Suggested Guidelines for School Districts.

Oregon State Dept. of Education, Salem.

PUB DATE- 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Counselor Evaluation; *Guidance Programs; Guidelines; Junior High Schools; Middle Schools; *Needs Assessment; *Program Development; Program Implementation; School Counseling; School Districts; *School Guidance; *Student Needs
IDENTIFIERS- Oregon

This guide was designed to assist school administrators, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of young adolescents in Oregon. Practices, procedures, and forms that school districts have found to be most useful in implementing a coordinated guidance and counseling program are presented. A State administrative rule requires that each school district in Oregon provide a coordinated guidance and counseling program to support the educational and career development of students. A sample district plan and a sample building plan are presented which comply with the administrative rule on guidance and counseling and include commonly recommended features of local programs. Guidance program philosophy, coordination, and goals are discussed at the district level, approved guidance and counseling activities are suggested, and the responsibility of individual schools is outlined. The sample building plan contains a calendar of regular guidance activities, expectations of counselors and teachers, and charts of program goals, objectives, sample activities, and responsibilities. Commonly asked questions and answers about guidance and counseling are included. The appendices consist of a job description for a junior high school counselor two suggested counselor evaluation forms, needs assessment forms for students and staff, guidance program evaluation forms, a career identification form, and a list of ethical standards. (NRB)

ED 255 867 CS 007 977

Baumann, James F.

Teaching Third Grade Students to Comprehend Anaphoric Relationships.

PUB DATE- Nov 84

NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basal Reading; Grade 3; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Skills; Reading Strategies; Sentence Structure; *Teaching Methods

IDENTIFIERS- *Anaphora

Since many studies indicate that young readers have difficulty comprehending many commonly occurring forms of anaphora, an instructional experiment was conducted in which a variety of anaphoric forms was taught, the intervention period was of sufficient duration, and external validity was enhanced so that results would be generalizable to the realm of children and teachers in classrooms. Sixty rural midwestern third-grade students received nine, 40-minute lessons over three consecutive weeks, after which four posttests were given. Students were divided into three groups: (1) the strategy group, in which the strategy was based on successful instructional research found to be effective in teaching sixth-grade students to comprehend main ideas; (2) the basal group, in which the anaphora instruction came from a current popular reader series; and (3) the control group, which did not receive any additional instruction. The results of the study suggest that the implementation of a direct instruction model for teaching children to comprehend anaphoric relationships is superior to basal reader instruction in anaphora and to no instruction at all. Specifically, the findings show that the strategy group outperformed both basal and control groups in ability to find the antecedent for specified anaphoric terms; the basal group did not outperform the control group in anaphora comprehension; the strategy group outperformed both basal and control groups in ability to answer anaphora-specific questions; the overall pattern of results for treatment held true whether students read narrative or expository texts; and there were no treatment-by-achievement level interactions. (EL)

ED 255 633 CE 040 824

Waller, Patricia F.
Licensing and Other Controls of the Drinking Driver.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
REPORT NO.- HSRC-A100
PUB DATE- Jun 84
NOTE- 36p.; Paper presented for the North American Conference on Alcohol and Highway Safety (Baltimore, MD, June 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; *Alcohol Education; Alcoholic Beverages; *Drinking; *Driver Education; *Traffic Safety
IDENTIFIERS- *Drinking Drivers; *Driver Licensing

Driver licensing, the only state program with the opportunity for routine personal contact with every driver, has unmatched potential for both general and specific countermeasures to the problem of drunk driving. General countermeasures apply to large groups of drivers prior to the occurrence of any infraction. They may be considered basically preventive in nature and consistent with the view that drunk driving is a societal problem that should be dealt with at the societal level. License-related general countermeasures include minimum age requirements for driver licensure, special provisions for young drivers, drinking age laws, special reviews for driver licensing, alcohol education through license manuals and tests, per se laws, and implied consent laws. Special countermeasures apply to the offender and come into play after an infraction has occurred. They are more consistent with the view that drunk driving is a personal decision and that the offender should be punished and/or rehabilitated or re-educated. Specific countermeasures related to licensing include license revocation, limited driving privileges, medical review, and habitual offender statutes. Research opportunities exist in the areas of interaction among general countermeasures, licensing as a process of education, and the effectiveness of license revocation and limited driving privileges. (Author/YLB)

ED 255 646 CE 041 085

High School Industrial Arts. A Guide for Teachers.
Oregon State Dept. of Education, Salem.

PUB DATE- 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Classroom Techniques; Course Descriptions; Curriculum Development; Disabilities; Disadvantaged; Electronics; Energy Education; *Entrepreneurship; Females; Graphic Arts; Guidelines; High Schools; *Industrial Arts; Learning Activities; Manufacturing; Multicultural Education; Optics; Program Content; Resources; Robotics; Safety; State Curriculum Guides; Student Characteristics; Technical Education; *Technical Occupations; Technological Advancement; *Technological Literacy; *Trade and Industrial Education
IDENTIFIERS- Special Needs Students

This teacher's guide is designed to help high school industrial arts teachers plan activities to develop their students' awareness of technology in our culture and the variety of related careers available to them. Discussed first are the objectives, scope, and sequence of industrial arts. Next, the special characteristics and needs of adolescents, women in industrial arts programs, disadvantaged or disabled students, and students from various ethnic and racial groups are examined. Discussed in the next two chapters is the need to incorporate basic skills and entrepreneurship education activities into industrial arts curricula. The fifth chapter consists of a series of program goals, course goals, and suggested activities for use in covering the following subject areas in an industrial arts curriculum: graphic communications, energy and power, materials and processes, academic skills, employment opportunities and career choice, safety, multicultural awareness, and entrepreneurship. Provided next are a series of course outlines devoted to the following topics: graphic communications, entrepreneurship, robotics, computer-aided design and computer-aided manufacturing, nondestructive testing, properties of materials, manufacturing processes, energy and power, voice synthesis, fiber optics, and optoelectronics. The final chapter discusses various resources available to industrial arts teachers, including advisory committees, student organizations, publishers, regional coordinators, journals, professional associations, and curriculum and resource centers. (MN)

ED 255 713 CE 041 205

Bishart, Gus; Werner, Claire

Production Machine Shop Employment Competencies. Part Four: The Milling Machine.

Los Angeles Unified School District, Calif.

PUB DATE- Dec 84

NOTE- 47p.; For related documents, see CE 041 202-204.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Vocational Education; *Behavioral Objectives; Employment Programs; *Evaluation Criteria; Federal Programs; *Job Skills; Job Training; Machine Tool Operators; *Machine Tools; *Machinists; *Metal Working; Performance; Postsecondary Education; Trade and Industrial Education

IDENTIFIERS- *Job Training Partnership Act 1982

Competencies for production machine shop are provided for the fourth of four topic areas: the milling machine. Each competency appears in a one-page format. It is presented as a goal statement followed by one or more "indicator" statements, which are performance objectives describing an ability that, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by one or more "benchmark" statements or observable behaviors describing what the trainee will do to prove that he/she is demonstrating achievement of the performance objective. Benchmark statements are followed by an "assessment" statement, which describes how the observer determines that the benchmark is achieved and establishes the criteria for performance. The competencies for this topic are divided into 10 sections: milling machine classifications, holding devices and attachments, milling cutters, milling operations, slab milling, face milling, straddle milling and milling a slot, sawing and gang milling, milling a square on a straddle mill, and vertical milling machine. (YLB)

ED 255 727 CE 041 248

Evans, Richard W.; Evans, Mary M.

Improving the Use of Microcomputers in the Administration of Adult Basic Education. Final Report.

Community Coll. of the Finger Lakes, Canandaigua, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
PUB DATE- Dec 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Computer Oriented Programs; Computer Software; *Management Information Systems; Material Development; Microcomputers; *Program Administration; Recordkeeping; *Statewide Planning; *Student Records
IDENTIFIERS- 310 Project; *New York

The major goal of a program was to improve the use of microcomputers in the management of New York State's adult basic education programs. Subgoals were optimizing the use of available microcomputer facilities, aiding the largest number of programs permitted by project funds, serving the particular needs of individual programs, and maximizing the homogeneity of computer systems and software employed for management purposes. The State's continuing education programs were surveyed to determine existing microcomputer facilities and administrative priorities. A plan was developed that involved training, software acquisition and development, and microcomputer purchases and upgrades. Forty-six individual adult basic education programs achieved identical capabilities for computer-based administrative purposes. A File Management System was adopted to handle most administrative tasks, and the State Education Department's annual report was selected as a universal application around which training in use of the File Management System centered. The 10-page narrative is followed by these appendixes: survey instruments, the instructional manual for using the File Management System, student records form, and lists of systems recipients. (YLB)

ED 255 796 CG 018 128

English, Richard A.
The Challenge for Mental Health: Minorities and Their World Views.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 84
NOTE- 37p.; Second annual Robert L. Sutherland lecture, The University of Texas at Austin, November 3, 1983.
AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, Box 7998, Austin, TX 78713 (1-99 copies, $0.60 ea., over 99, $0.50 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Biculturalism; Cultural Awareness; *Cultural Differences; Ethnic Groups; *Ethnicity; Identification (Psychology); *Mental Health; *Minority Groups; Sociocultural Patterns; Subcultures

Research findings have confirmed the view that if mental health practice is to be relevant and responsive to minorities, it must consciously and deliberately take into account their ethnic heritage and culture. The world views of ethnic minorities, or the ways in which they perceive their relationship to nature, institutions, other people, and objects, can be divided into four major categories. The bicultural/multicultural world view draws upon multiple sources of culture and socialization experiences, from both traditional cultures and the mainstream cultural system. The acculturated/assimilated world view involves the acquisition of beliefs, attitudes and behaviors of a social group of which one is not a natural member. The native-oriented/traditional world view is based on patterns of behaviors, values, and beliefs of a group that shares a common historical past. The transitional/marginal world view refers to types of individuals who are suspended between their own ethnic identity and the mainstream culture. The process of identifying specific world views can be achieved by the cross-classification of two dimensions: the level of intensity and value an individual places on his/her own culture and identity; and the level of intensity and value placed upon involvement and participation in the mainstream culture. In the context of mental health, this typology can serve at least three main functions. It can be used for assessing the basic orientation of ethnic minorities to their own group and to the larger society; for providing a framework for considering related concerns such as values, language, beliefs, and behaviors; and for avoiding the errors of assuming that racial and ethnic minorities are unicultural, or that ethnic differences are "minor" variations on the mainstream culture. An 11-page bibliography concludes the document. (NRB)

ED 255 811 CG 018 143

Lowe, Michael R.

Restraint Theory: The Search for a Mechanism.

PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Arousal Patterns; Cognitive Style; Depression (Psychology); *Eating Habits; *Emotional Response; Hunger; Inhibition; *Obesity; Psychological Patterns; Self Control
IDENTIFIERS- *Restraint

A review of research indicates that cognitive restraint is insufficient in accounting for the relationship between restraint and negative affect eating. To explore what mechanism may be responsible for restraint effects, college students in two samples (Total N=378) completed the Three-Factor Eating Questionnaire (TEQ), a restraint scale consisting of three factors: cognitive restraint, disinhibition, and hunger sensitivity. Data analysis revealed a small inverse correlation between cognitive restraint and hunger sensitivity. Hunger sensitivity was strongly correlated with disinhibition, while there was no correlation between cognitive restraint and disinhibition. In a second study, normal weight female college students completed the TEQ. Afterwards, subjects' moods were manipulated using the Velten Mood Induction Procedure and subjects were given candies to eat while completing the Velten procedure. Although interim data on 47 subjects from this 2 (hunger sensitivity level) by 2 (neutral or depressed mood) factorial study appeared to show an interaction, with depressed high hunger sensitivity subjects eating approximately three times as much as other subjects, the level of variability in eating was very high and the interaction was not statistically significant. The results did suggest that hunger sensitivity may be a predictor of negative affect eating. (NRB)

ED 255 853 CG 018 185

Daum, Menachem

Becoming Self-Employed in Mid and Late Life: Predictors and Consequences.

City Univ. of New York, N.Y. Hunter Coll.

SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). Prepared at the Brookdale Center on Aging
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; *Failure; Males; *Middle Aged Adults; Racial Differences; Retirement; Salaries; *Success; White Collar Occupations
IDENTIFIERS- National Longitudinal Survey Work Exp Mature Men; *Self Employment

Although self-employment is of interest to many salaried workers who wish to change careers or continue working past the usual retirement age, little is known about the experiences of those who have actually made such a change. Of the 2,326 salaried men who were between the ages of 45 and 59 when interviewed in 1966 as part of the National Longitudinal Survey of Mature Men, 13 percent were found, 12 years later, to have become self-employed at some time before 1978. Becoming self-employed was found to be related to a variety of sociodemographic, work history, and attitudinal variables. The transition rate to self-employment was higher for whites than for blacks, higher for white collar workers than for blue collar workers, and was most common among salespersons, managerial workers, and professionals. Only a minority of those who became self-employed succeeded in their new ventures. About half returned to salaried employment while many others left the labor force entirely. The findings suggest that those considering self-employment should realistically assess the financial resources they can afford to risk, their stamina and physical energy, and their managerial and marketing skills. (Author/NRB)

ED 255 882 CS 007 996

Weck, Debra A.

A Content Analysis of Three Major Television Networks to Determine the Extent of Positive Role Models Engaged in Reading Activities.

PUB DATE- May 85
NOTE- 59p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; *Characterization; Content Analysis; Mass Media Effects; Programing (Broadcast); *Reading Attitudes; Reading Instruction; *Role Models; *Television Research
IDENTIFIERS- *Active Reading; Television Networks; Television Role; Writing for Television

A content analysis of programing on the three major television networks was conducted to determine the number of positive role models who read actively on television. Programs on each network were analyzed for one week, and all references to or acts of reading were tabulated and categorized according to their purpose. These included characters carrying reading materials, books and reading materials used as set decorations, and characters actively reading. The results indicated only a small number of reading occurrences, and only a small percentage of these portrayed a character reading actively for enjoyment. More than half of the reading-related references were for set decoration, and very few children were portrayed reading actively. The results suggest that while opportunities exist to use active reading on television, few script writers seem to take advantage of these occasions to portray characters as positive reading models. (HTH)

ED 255 898 CS 008 017

Taschow, Horst G.
The Cultivation of Reading: Teaching in a Language/Communication Context.
REPORT NO.- ISBN-0-8077-2710-5
PUB DATE- 85
NOTE- 245p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($16.96 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basal Reading; Beginning Reading; Content Area Reading; Elementary Education; Independent Reading; Psycholinguistics; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Processes; Reading Skills; Reading Strategies; Remedial Reading

Written from a psycholinguistic perspective to assist teachers-in-training to prepare for reading instruction in grades one through eight, this book can clarify basic issues in reading as well as supplement current knowledge. The three major parts into which this book is divided examine reading in the "human context," the "teaching context," and the "reader's context." In chapters 1 and 2, basic knowledge in understanding reading is discussed and reading is described as one of the four communication abilities practiced among teachers, students, chalkboards, and books. Chapters 3 through 8 discuss reading as a synthesis of developmental processes, the development of reading readiness and its parent-teacher partnership together with readiness to teach reading, the basic information essential to the teaching of beginning and advanced reading, advanced information on reading, teaching for reading comprehension in basal readers and different content-area textbooks, and various instructional procedures and other approaches in teaching reading. Chapters 9 through 11 deal with independent reading, differences among students, and the use of formal and informal instruments in the assessment of reading performance. (EL)

ED 255 913 CS 208 632

Ascher, Hope; And Others
American Literature: Performance Objectives and Classroom Activities.
Brevard County School Board, Cocoa, Fla.
PUB DATE- Aug 83
NOTE- 97p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; Curriculum Guides; *English Instruction; *Learning Activities; *Literature Appreciation; Reading Skills; Resource Units; Secondary Education; Speech Skills; Student Research; *United States Literature; Writing Exercises; Writing Instruction; Writing Skills

This guide is a sampler of ideas and activities based on 22 minimum objectives in speech, reading, writing, and research that have been identified for American literature study. Many of the activities involve an integration of several skills that are cross-referenced to other skills in the margins of the guide. A separate section on research skills provides suggestions for topics, management of the process, evaluation of the product, and an essay on the reluctant researcher. The section on classroom management focuses on class openings, involving students in decision making, group work, film usage, resources, teaching a major work, and effective questioning techniques. Five appendixes include the following: (1) lists of major works and ethnic writers, (2) a list of films suitable for American literature study, (3) a student log for writing assignments, (4) a description of a team-taught American studies curriculum that incorporates history and literature, and (5) a list of the Florida minimum performance standards and skills in reading and writing for the eleventh grade. (EL)

ED 255 928 CS 208 833

McCarthy, Lucille

Situated Protocols: Studying a College Student's Writing in Classroom Contexts.

PUB DATE- Mar 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Higher Education; *Research Methodology; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research

IDENTIFIERS- *Protocol Analysis; *Situated Protocols

A study examined the writing experiences of three college students during their freshman and sophomore years to determine how students in a classroom setting determine the writing requirements of that discipline and for that teacher, and how they go about producing their writing assignments. The study used ethnographic observation and interviews, and analysis of composing protocols and student writing. The protocols were "situated" in that the researcher had observed the class for which the student was composing the paper, and what had taken place before and after the protocol draft. This knowledge was an asset as the researcher classified and counted one student's conscious concerns in the protocol/interview transcripts. The writing for the student's two courses did not appear to the researcher to be different, but the interviews and protocol data revealed that the student's chief writing concerns were different for each class; because the subject areas differed and were unfamiliar, the student did not realize that he had written papers in the required summary format before. In one instance the protocol findings contradicted the ethnographic data: the student felt he no longer needed to concentrate on getting a thesis statement and three subpoints, but on the subsequent paper he was not able to find his own essay structure. Analysis of successive drafts indicated how the composing aloud protocols served as the basis for the student's writing development. The situated composing-aloud protocols were a valuable tool for helping the researcher understand the student's writing experiences across disciplines and across time.(HTH)

ED 255 957 CS 504 888

Hugenberg, Lawrence W.
Student Expectations of Teacher Affect in the Basic Speech Communication Class.
PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; Behavior Patterns; *Communication Research; *Expectation; Females; Higher Education; Interaction; Males; Prior Learning; Private Colleges; Sex Differences; *Speech Communication; State Universities; *Student Reaction; *Teacher Behavior

To determine what students expected their speech teachers to be like, students in introductory speech courses at two universities were asked to complete a questionnaire on the first day of class, prior to meeting their instructor. The students were told their instructor was male or female, but otherwise were given no information about the teacher. The questionnaire consisted of 5 demographic questions and 25 Likert-type scale items concerning affective communication behaviors. Results showed that students in the private university tended to have higher expectations of affective communication behaviors than students in similar courses at a state university. Expectations of teacher behavior did not seem to be related to previous experiences in speech classes or previous knowledge or interaction with the teacher. Males seemed to expect closer personal ties with the instructor, though females did expect the instructor to help them when necessary. Regardless of the reasons for which they enrolled in the class, students shared similar expectations for the instructor's affective behavior. In addition, they had similar expectations for both male and female instructors. The questionnaire and several tables showing student responses are included. (HOD)

ED 255 972 CS 504 918

Dudley, E. Samuel
Visit to China and the USSR.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese Culture; Communism; *Cultural Differences; *Foreign Countries; Foreign Culture; *Intercultural Communication; *Interpersonal Communication; Interviews; Personal Narratives; *Speech Communication
IDENTIFIERS- *China; *USSR

During the summer of 1984, 30 speech communication professors and their spouses visited Shanghai, Beijing, Moscow, and Leningrad, spending three or four days in each city. In each of the four communist cities, they met with professors and administrators for long briefings and discussions about communication. One of the first things the Americans noticed was the striking contrast between the openness of the Chinese and the restraint of the Russians. The Russians readily answered American questions, but politely refused to ask any. The visitors concluded that the reasons for the Russians' cold reception was due to the ease with which they could be identified as Americans (by clothing and nametags), especially since United States-Soviet relations were at that time at very low ebb. In China, the group visited a radio station, toured the facilities of the Foreign Language Institute, and spent two and one-half hours in conversation with Li Shou-pao of the Chinese People's Friendship Association. They discovered that (1) the Chinese used communication media effectively to disseminate government policy, (2) most cultural and entertainment programing was designed to convey social or political messages, (3) daily foreign language lessons by radio were helping many Chinese learn foreign languages, and (4) Chinese farmers, newly affluent because of changed economic policies, had television sets in their homes. (The paper includes Li's answers to questions.) (HOD)

ED 255 987 EA 017 424

Nisbet, John
Research, Policy and Practice. World Yearbook of Education 1985. Introduction.
PUB DATE- 85
NOTE- 8p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p9-16, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Anthologies; Educational Policy; Educational Practices; *Educational Research; Policy Formation; Research and Development
IDENTIFIERS- Research Trends

This introduction to a collection of articles on the status of the relationship among educational research, policy, and practice in countries around the world notes that, while research findings influence the development of pressures for change in educational policies and practices, the policy-makers and practitioners, in their turn, influence the kinds and quality of research conducted. These mutual influences make it essential for researchers, policy-makers, and practitioners to interact more closely so that each may be more responsive to the requirements and perspectives of the others. With this concern in mind, the editors of this collection requested contributions that would provide descriptive accounts of the organizations responsible for research and development in various countries, indicating how and why they were established, why they have flourished or declined, how their work is funded, and how their priorities are determined. Contributors were also invited to identify issues of concern. Among the major themes that emerged in the contributions were the remarkable growth in research in the last 25 years, the increasing centralization and control of research, and the development of new paradigms for research. (PGD)

ED 256 017 EA 017 638

Cross, J. Logan; Hunter, Janice K.
Examination of a Counseling Center Approach to Addressing Affective Needs of Disruptive Secondary School Students.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Objectives; Client Characteristics (Human Services); *Counseling Effectiveness; *Discipline Problems; *Guidance Centers; Locus of Control; Secondary Education; *Secondary School Students; Self Concept; Urban Schools
IDENTIFIERS- Duval County School Board FL; Nowicki Strickland Locus of Control Scale; Self Concept of Ability Scale (Brookover); Self Esteem Inventory

Studies in two consecutive school years examined the value of a counseling center in raising disruptive students' self-esteem, self-concept of academic ability, and internal locus of control. In 1982-83, profile data were compiled on 120 students who entered a school district's counseling center during that year. A treatment effectiveness study, involving 28 of these students, was conducted to ascertain treatment-related changes in the affective variables of interest. Pre- and post-treatment data were gathered using instruments designed to measure these variables. Student profile data were summarized and notable characteristics highlighted. For 1983-84, the same basic procedure was followed. However, the sample for both the profile and the treatment effectiveness study comprised 65 students; the counseling program was monitored to verify its conformity with stated procedures; and student profile data for the six schools with the most referrals to the center were assembled for comparison. As in the previous year, increases were observed in all three dependent variables. The difference between pre- and post-treatment means, for both the self-concept of academic ability and locus of control variables, was statistically significant. These and other findings provide evidence to support the counseling center approach to addressing affective needs of disruptive students. (Author/MCG)

ED 255 673 CE 041 141

Hull, Daniel M.; Lovett, James E.
Robotics/Automated Systems Task Analysis and Description of Required Job Competencies Report. Task Analysis and Description of Required Job Competencies of Robotics/Automated Systems Technicians.
Center for Occupational Research and Development, Inc., Waco, Tex.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 223p.; For related documents, see CE 041 139-143.
CONTRACT- 300-83-0122
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Automation; Core Curriculum; Course Descriptions; Curriculum Development; Educational Research; *Electromechanical Technology; *Job Analysis; *Job Skills; Learning Modules; *Manufacturing; Occupational Information; Postsecondary Education; Program Development; *Robotics; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Computer Assisted Manufacturing

This task analysis report for the Robotics/Automated Systems Technician (RAST) curriculum project first provides a RAST job description. It then discusses the task analysis, including the identification of tasks, the grouping of tasks according to major areas of specialty, and the comparison of the competencies to existing or new courses to determine the suitability of the course to a new curriculum for robotics/automated systems. Division of courses into modules is also discussed. A sample seven-quarter RAST program course sequencing chart is provided. Following the five-page narrative are extensive appendixes. Appendix A lists the competencies--both terminal and enabling--required of a RAST. Appendix B, Section 1, contains course descriptions for the core of courses common to several areas of specialty. A description of each specialty course is included in Appendix B, Section 2. Each course is described by a brief narrative stating purpose and goals for student learning. Course outlines, a listing of student competencies, and a list of recommended texts follow. Sample modules are provided for specialty courses. Appendix C contains brief descriptions of physics modules changes to include principles required for RAST training. (YLB)

ED 255 686 CE 041 158

The Employment/Economic Development Connection: New Tools, New Roles, New Directions. A Guidebook.

National Alliance of Business, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C. Office of Community Planning and Development.
REPORT NO.- ISBN-0-88-713-805-5
PUB DATE- Jul 84
NOTE- 109p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($15.00; 10 or more--$13.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Career Education; *Community Development; Community Programs; Community Resources; *Cooperative Programs; Economically Disadvantaged; *Economic Development; *Employment Programs; Guides; *Job Development; *Job Training; Private Agencies; Public Agencies; Unemployment
IDENTIFIERS- *Linkage; Resource Utilization

This practical aid is designed to help individuals and organizations working at the local level on employment and economic issues to build effective public-private partnerships and develop stronger links between economic development and employment and training activities. It is intended for practitioners at the policy and program levels in public and private organizations and in community and economic development programs and employment and training programs. Part One presents a background and perspective on the linkage concept and explains why new efforts are warranted. It reviews the changing roles of different public and private institutions in this area and outlines creative new uses of available resources to promote linkages. Part Two illustrates innovative approaches to such economic development and employment issues as business retention and plant closings. Brief case studies are used to illustrate how different communities have developed successful linkage strategies in a community. It provides checklists of self-assessment questions to help communities think through their local situations. An appendix provides an annotated list of resource persons and organizations and a 75-item bibliography of reference materials. (YLB)

ED 255 699 CE 041 172

Introduction to Hydraulics. Student's Manual.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 83
NOTE- 36p.; For the instructor's guide, see CE 041 171.
AVAILABLE FROM- Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 8713-7218 (Stock No. IE 234 S--$7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Engines; *Fluid Mechanics; *Hydraulics; Individualized Instruction; Kinetics; Learning Activities; Postsecondary Education; *Power Technology; Programed Instructional Materials; Secondary Education; *Trade and Industrial Education; Water
IDENTIFIERS- *Power Tools

This manual on hydraulics is one of a series of individualized instructional materials for students. The manual is self-paced, but is designed to be used under the supervision of an instructor. The manual contains 10 assignments, each with all the information needed, a list of objectives that should be met, and exercise questions that can help in meeting those objectives. The assignments cover the following topics: using the manual, introduction, liquid flow, pressure gauges and volume meters, hydraulic pumps, hydraulic valves, hydraulic cylinders, hydraulic motors, hydraulic accumulators, and hydraulic liquids. Assignments are illustrated with line drawings. (KC)

ED 253 756 CE 041 303

Carpentry. Student Learning Guide.

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 84

NOTE- 341p.; For related documents, see CE 041 296-302.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Building Trades; *Carpentry; Competency Based Education; *Construction (Process); Construction Materials; Course Content; Educational Resources; Industrial Arts; *Job Skills; *Learning Activities; Learning Modules; Secondary Education; Test Items; *Trade and Industrial Education; Vocational Education

This student learning guide contains 17 modules for completing a course in carpentry. It is designed especially for use in secondary schools in Palm Beach County, Florida. Each module covers one task, and consists of a purpose, performance objective, enabling objectives, learning activities keyed to resources, information sheets, student self-check with answer key, performance test, instructional resources, and knowledge test. The 17 modules cover the following topics: layout and cutting of common rafters; layout and cutting of hip and valley rafters; using portable saws, portable electric routers, portable electric drills, table saws, portable electric power planes, and fasteners; followup applications and interviews; using band saws and scroll saws; erecting scaffolding; building sawhorses; using drilling and boring tools; identifying employment opportunities; measuring and squaring lumber; practicing safety; and using radial arm saws. (KC)

ED 255 770 CE 041 333

Benz, Linda L.

Nontechnical Training Requirements of Secretarial Personnel in Selected Chicago Businesses.

PUB DATE- Dec 84
NOTE- 80p.; Master's thesis, Southern Illinois University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Educational Needs; *Employment Potential; *Inservice Education; *Job Skills; On the Job Training; *Secretaries; *Staff Development
IDENTIFIERS- Illinois (Chicago)

This study sought to identify organizations within the Chicago, Illinois, area having in-house secretarial training programs and to report the training requirements for nontechnical skills for secretarial personnel. The findings and conclusions of the study were based on an analysis of responses from 42 business organizations within the Chicago area. Some of the conclusions are as follows: (1) 17 of the 42 companies maintained an in-house training program for secretarial personnel; (2) those businesses which reportedly employed a greater number of secretaries supported an in-house secretarial training program; (3) the 10 most important nontechnical skills for a secretary were listed as confidentiality, telephone conversation, setting daily priorities, accuracy, dependability, one-on-one communication, punctuality, cooperativeness, organizational abilities, and listening skills; (4) companies that lacked provision for the development of a particular skill placed a higher degree of importance on that skill; (5) companies with in-house training programs tended to hire secretaries with more education; and (6) companies that provided in-house training also made provisions for outside training of personnel. Recommendations are made for further research and for dissemination of the results of this survey. (KC)

ED 255 825 CG 018 157

Federal Drug Law Enforcement and Interdiction. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, Second Session, May 22, 1984.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-2-4
PUB DATE- 85
NOTE- 211p.; Portions of document may be illegible because of small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Crime; *Drug Abuse; Drug Legislation; *Federal Aid; Federal Programs; Government Role; Hearings; Illegal Drug Use; *Law Enforcement; *Narcotics; Shared Services
IDENTIFIERS- Congress 98th; *Drug Trafficking

This document contains testimony and prepared statements from the Congressional hearing on federal drug law enforcement. Statements are given from Congressman Claude Pepper, the staff director of the National Narcotics Border Interdiction System (NNBIS), an administrator from the Drug Enforcement Administration (DEA), a commissioner from the United States Customs Service, an assistant director of the Criminal Investigative Division of the FBI, and a Vice Commandant of the United States Coast Guard. Congressman Pepper's testimony is focused on the problems of marine trafficking and other illegal entry of drugs into this country through Florida. The operation and effectiveness of the nation's narcotics enforcement and interdiction efforts are reviewed, and cooperative efforts between agencies, task force operations, and agency use of manpower and resources are discussed. Concern is expressed by Committee members about the broad-based, fragmented approach to narcotics enforcement and the continued introduction of different approaches, task forces, and agencies that are pooling their manpower. The usefulness of having one coordinator in charge of the overall narcotics effort, thus creating a line command is suggested by Committee members and responded to by agency representatives. Supplemental information includes responses to additional questions by the DEA, the NNBIS, the FBI, the Coast Guard, and the Customs Service. (NRB)

ED 255 839 CG 018 171

Reeves, Cecil
Stress Management: A Rational Approach.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jul 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adjustment (to Environment); Behavior Change; *Coping; Emotional Response; *Individual Power; Seminars; *Stress Management; Stress Variables; *Well Being

This workbook was designed for use as the primary resource tool during a 1-day participatory stress management seminar in which participants identify stressful situations, conduct analyses, and develop approaches to manage the stressful situations more effectively. Small group warm-up activities designed to introduce participants, encourage participation, and list expectations are described, and a set of basic vocabulary words dealing with stress is provided. A mini-lecture on identifying and assessing the impact of stressors includes assessment activity forms and lecture materials on stress, and syntoxic and catatoxic responses. A list of self-observable signs of stress is given. Forms are provided for the application of lecture material to participants' stressful situations. A second mini-lecture deals with a mental approach to coping with guilt, fear, worry, and anger. Additional resource tools in the form of behavior rating check lists which may be used in seminars are provided in the areas of coping behaviors, Type A and Type B behavior patterns, and perception checking. Simple mental and physical activities which participants can use to manage stress are described and a participant behavioral contract form is provided. A three page bibliography is included. (NRB)

ED 255 942 CS 208 898

Hampton, Sally; And Others
Keystone Writing and Reasoning Skills Workshops.
Fort Worth Independent School District, Tex.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- Apr 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; *Inservice Teacher Education; *Teacher Attitudes; Teacher Improvement; *Teacher Workshops; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Writing Attitudes; *Writing Workshops

Intended especially for elementary and secondary school teachers, this report analyzes the results of the Keystone Writing and Reasoning Skills Workshop. The introductory summary states the purposes of the project, which were to interest elementary and secondary school teachers in the proposition that writing is essential to critical thought and, from this involvement and commitment, to improve the writing skills and attitudes toward writing of the participants. The first section explains the importance of writing, pointing out that the ability to write is central to the development of thought. The next section describes the spring workshops, the purposes of which were to introduce current theory and techniques in composition and to refine the writing and composing skills of Fort Worth teachers. The next section, "Evaluating the Writing Samples," contains procedures for evaluation and includes sample training papers and a selected, 11-item bibliography on holistic scoring. In the following section, three instruments tested the participants' assessment of the workshops: a measure of writing apprehension scale, a scale for negative attitude toward writers and writing, and a post-assessment of the workshop. Sample learning logs--entries written by participants after each session--are presented in the next session. The final section discusses the use of current research and methodology in the teaching and the act of writing, the strategy of using workshops, and the use of holistic evaluation. (EL)

ED 256 003 EA 017 440

Lundgren, Ulf P.
Educational Research and Educational Change: The Case of Sweden.
PUB DATE- 85
NOTE- 13p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p218-30, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational History; *Educational Research; Foreign Countries; Research Problems
IDENTIFIERS- *Research Trends; *Sweden

In the history of the scientific approach to educational issues in Sweden, educational research has been viewed as a scientific activity either because it is based in scientific institutions, because it uses scientific procedures, or because it is seen as a process of mapping reality. Initially, the creation of a specific discipline of education was legitimated by the need for a scientific basis for teacher education. The use of educational research in the comprehensive reorganization of Swedish schools demonstrated its value in the public sphere and secured increased funding for an institutional structure for educational research. The tradition of large-scale, empirical, statistical psychological studies for which Sweden is internationally known was thus established. Research activity extended further, however, to include evaluation and development, the implementation of organizational reforms, and the creation of new teaching materials on an individualized learning model. More recently, the positivist assumptions in the traditional Swedish model of research have been challenged by social and pedagogical problems, new perspectives from sociology, and financial cutbacks. The thread of continuity throughout recent changes is the legitimation of educational research as a rational basis for decision-making in education. (PGD)

ED 255 647 CE 041 088

Watson, Roy C.; Scobie, Walter R.
Computer Software for Forestry Technology Curricula. Final Report.
Green River Community Coll., Auburn, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 21 Dec 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; *Forestry; Forestry Aides; Forestry Occupations; Lumber Industry; Microcomputers; *Program Development; Programing Languages; Technical Education; Two Year Colleges
IDENTIFIERS- BASIC Programing Language

Since microcomputers are being used more and more frequently in the forest products industry in the Pacific Northwest, Green River Community College conducted a project to search for BASIC language computer programs pertaining to forestry, and when possible, to adapt such software for use in teaching forestry technology. The search for applicable software was conducted via telephone solicitation of local forestry organizations, and through a written survey distributed to forestry instructors at 13 schools in Oregon, Washington, Montana, and British Columbia. Through these means, 52 forestry-related programs were found that may be applicable for teaching forestry technology. However, many of these duplicate subject material and function, many are for surveying only, and there is a problem of compatability among computers. Five programs were prepared by the principal investigator and student programmers; two of these [illegible]grams were modifications of existing programs contributed by public agencies, while three were the original design or a major revision by the investigator. All of the programs run only on an Apple II+ or IIe with 3.3 DOS. The project conclusion was that the most efficient way to create programs was by having student programmers work with a teacher, rather than by having the forestry teacher learn enough programming to create such programs. (A catalog of available programs applicable to forestry technology, along with extensive descriptions of the five programs created by the project, are included in this report.) (KC)

ED 255 660 CE 041 114

NATCON 8.
Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
REPORT NO.- ISBN-0-662-13827-9
PUB DATE- 85
NOTE- 335p.; For NATCON 9, see CE 041 115.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; Adult Programs; Career Choice; *Career Counseling; Career Development; *Career Education; Career Planning; Comparative Analysis; Computer Oriented Programs; *Counseling Services; *Counseling Techniques; Daily Living Skills; Delivery Systems; Disabilities; *Employment Counselors; Employment Programs; Employment Services; Foreign Countries; Models; Student Characteristics; *Vocational Rehabilitation
IDENTIFIERS- *Canada; Job Clubs

This collection contains 19 articles dealing with career education, employment counseling, and vocational rehabilitation in Canada. Included in the volume are the following articles: "A Comparison of Patterns of Values of Anglophone, Francophone, Native, and Immigrant Canadians," by M. Catherine Casserly; "Factor Analysis of the Occupational Interest Quiz," by Carl J. Bognar; "Evaluation and Career Education," by Fred C. Rankine and Carolyn Layden-Stevenson; "Manitoba's Careers Symposium--A Model," by Tom Prins and Elizabeth Speers; "The Neurological Basis for a Cognitive Approach to Counselling," by Maureen Kennedy Baker; "User Requirements for the Microcomputer Application of the Repertory Grid" and "A Review of the Requirements for the Computer Application of the Repertory Grid in CEIC Career Counselling," by Heather Hopwood; "Career Planning" and "The Anatomy of Employment Counselling," by D. Stuart Conger; "Vocational Rehabilitation Counselling Services in the Ontario Workers' Compensation Environment," by Arthur J. Darnbrough; "Vocational Counselling in the Community," by Denis Cooney; "An Analysis of Career Indecision among College and University Students," by Henri Hamel; "Native Community Employment Readiness Program," by George D. Richmond and Rae Eckel; "Studies in Life Skills--Two Unlike Groups," by Joan Hearn; "Vocational Rehabilitation," by John Carroll, John Boyd, Paul Nolis, and Chuck Brownell; "Exploring the Frontiers of Career Development," by Donald E. Super; "Educational and Vocational Counselling in Canada," by D. Stuart Conger; "Job Finding Club Program," by Arthur Mills; and "Depression in the Disabled Adult: Assessment and Intervention," by Robert J. Flynn, Denton C. Buchanan, and Louyse Toulouse. (MN)

ED 255 714 CE 041 206

Werner, Claire; Calderon, Ray
Core Competencies for Basic Drafting.
Los Angeles Unified School District, Calif.
PUB DATE- Jan 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Behavioral Objectives; *Drafting; Employment Programs; Engineering Graphics; Entry Workers; *Evaluation Criteria; Federal Programs; Freehand Drawing; *Job Skills; Job Training; Performance; Postsecondary Education; Trade and Industrial Education
IDENTIFIERS- *Job Training Partnership Act 1982

These competencies for drafting are designed to cover basic principles and practices for beginning drafters. Each competency appears in a one-page format. It is presented as a goal statement followed by one or more "indicator" statements, which are performance objectives describing an ability that, upon attainment, will establish competency for the stated goal. Indicator statements are further qualified by one or more "benchmark" statements or observable behaviors describing what the trainee will do to prove that he/she is demonstrating achievement of the performance objective. Benchmark statements are followed by an "assessment" statement, which describes how the observer determines that the benchmark is achieved and establishes the criteria for performance. The competencies are divided into 13 sections: fundamental drafting terminology, sketching, mechanical drawing, lettering, geometry, views, techniques and applications, inking, dimensioning, shop processes, working drawings, pictorial drawings, and graphical presentation. (YLB)

ED 255 728 CE 041 249

Hoffman, Rosemarie; Whitehead, Joann

Cooperative Jobline: An Employment Lead Sharing Resource Network for Service Providers.

Michigan State Univ., East Lansing. Cooperative Extension Service.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 31 Dec 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Cooperation; Career Education; *Cooperative Programs; *Employment Opportunities; Helping Relationship; *Information Networks; Job Development; Job Placement; Job Training; *Occupational Information; Postsecondary Education; Secondary Education; *Telephone Communications Systems
IDENTIFIERS- 310 Project; *Michigan (Genesee County)

The "Cooperative Jobline" is an employment-lead sharing network established and initiated by the Resource Council of Genesee County, a team of service providers from non-profit agencies whose prime function is in placement, job training, and development. This centralized, cooperative exchange system of current, up-to-date, job-related information lists specific job openings, future available positions, applications being accepted, firms accepting resumes, training programs, and other pertinent data. It is implemented by use of a code-a-phone system and a message tape. Only one individual from each member agency has access to the telephone number. The system is also capable of receiving job leads from members. The Resource Council has become a necessary appendage to the success of the Jobline. It meets once a month, works as a unit on community projects for the unemployed, and shares knowledge of programs and activities. (Appendixes, amounting to over one-half of the report, include information sharing forms, Cooperative Jobline Monitor Sheets, a Cooperative Jobline survey form, a report on the Veterans Employment/Information Program, and an interagency resource reference notebook that offers information on agencies--their services, scope of programing, contact persons, and educational resources and material.) (YLB)

ED 255 741 CE 041 279

Goettmann, Thomas L.
Teacher Training for High Technology. Final Report.
Pittsburgh Public Schools, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 9 Aug 84
NOTE- 27p.; Poor print quality of document may affect legibility.
CONTRACT- 94-4018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; Commercial Art; *Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; Courseware; Curriculum Development; Drafting; Electronics; *Inservice Teacher Education; Media Selection; Sex Fairness; *Technological Advancement; Trade and Industrial Education; *Vocational Education Teachers
IDENTIFIERS- Electrical Wiring

The objective of this project was to develop computer literacy and a working knowledge of microprocessor applications and digital circuits for teachers in selected vocational subject areas. Twenty-four vocational trade and industry teachers completed 16 hours of training in microprocessor skills for computerized instruction and curriculum update. Teachers were assigned to three groups with different interests: (1) electronics, electric wiring, industrial electric, and air conditioning with interest in solid state and programmable controls for the operation of electrical equipment; (2) drafting and design with interest in computer-assisted drafting; and (3) commercial art with specific interest in the creative and advertising art aspects of the computer. Software was selected to introduce computer-assisted instruction into vocational classes. Curriculum addendums were developed to reflect high technology competencies.
Computer-assisted instruction was used to provide simultaneous instruction to a wide range of students, and continual emphasis was placed upon the elimination of sex bias in trade and industry classrooms that teach high technology competencies. (Outlines of the training undergone by the three groups of teachers are appended. These detail time, presenter, description of training, and impact of training.) (YLB)

Feinson, Marjorie Chary
Aging and Psychological Distress: Are There Gender Differences?
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Nov 84
NOTE- 34p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
GRANT- AoA-OHD-90-AT-2006/1; NIMH-MH-16242
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Coping; *Depression (Psychology); *Emotional Adjustment; Mental Health; *Older Adults; Psychological Characteristics; Psychological Patterns; *Sex Differences; Stress Variables; *Well Being; Widowed

Although there is consensus in the mental health literature that women report more distress and depressive symptoms than men, it is not clear if this applies to all age groups. To examine the relationship of gender and distress among older adults, two methods were employed. First, a review was conducted of all random community surveys conducted since 1950, which included older adults and reported prevelance rates by age and gender. Results showed almost as many studies (9) providing evidence of no differences or more male distress, as studies verifying more reported female distress (10). In the second approach, interviews were conducted with a random probability sample of 476 older adults living in Middlesex County, New Jersey, including 163 bereaved persons whose spouse died 6 to 24 months prior to the interview, and 313 persons with no known recent stressful life events. Psychological distress was measured by the Johns Hopkins Symptom Checklist and a modified version of the General Well Being Scale. Data analysis revealed that on five measures of distress, gender generally was not related to either moderate or severe distress symptoms for bereaved or non-bereaved respondents. For community respondents, there were no significant gender differences for individual symptoms, nor was gender significantly correlated with any of the symptom scales. The data did not support the view that older women are more distressed than older men. (Appendix A provides detailed information on the 13 studies reviewed for the first section of the research. A three-page list of references is included. (NRB)

ED 255 868 CS 007 980

Welsh, Vida

Why Change? A Teacher's Perspective.

PUB DATE- Mar 85

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; Basal Reading; Childrens Literature; *Curriculum Development; Curriculum Problems; Curriculum Research; *Educational Change; Intermediate Grades; *Program Development; *Reading Instruction; *Reading Programs; Reading Research

The creation of a new reading program at a New Jersey elementary school can provide administrators with a lesson in trying to make major changes in schools. A reading specialist presented research from the National Assessment of Educational Progress indicating the need for a different approach to reading instruction, as shown by reduced reading performance among students in the middle elementary grades. During 1981-1982 an innovative reading program was selected, a workshop was held, pilot groups were established, a new program inititated by pilot groups was formed, and a formal proposal for the rest of the classes was written. In the spring of 1982 another workshop led by an experienced reading teacher provided demonstrations and discussion sessions. Literature was used as the core instead of as a supplement to the basal program. Trade books replaced basal readers and workbooks were replaced by group and individual projects related to the books. A newly formed leadership team and the administration provided support, while necessary materials, college courses, and attendance at workshops were funded. Details were worked out for organizing time, keeping records, reporting to parents, covering skills, evaluating materials, selecting classroom libraries, and adjusting the program to the needs of the student body. Although the program is fully operational and considered a success, administrators need to note these things about making a change: (1) trust needs to be established, (2) a need for change must be shown, and (3) a better alternative plan must be presented. (EL)

ED 255 634 CE 040 834

Bhola, H. S.
Adult Literacy Policies and Performance in the SADCC Region (Southern Africa).
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Third World Conference (11th, Chicago, IL, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; *Developing Nations; Economic Development; *Educational Policy; Foreign Countries; Illiteracy; *Literacy Education; *National Programs; Nonformal Education
IDENTIFIERS- *Africa (South); *Southern African Development Coordination Conf

While the implementation of adult literacy promotion can best be handled at the national level, some important things can be done at the Southern African Development Co-ordination Conference (SADCC) level. A persuasive argument can be made on behalf of adult literacy in the SADCC development strategy. The people need to be educated in the political economy of oppressive systems and be helped to understand how they must think and act to break out of their bondage. Adult literacy provides an excellent opportunity for social mobilization. The teaching of literacy in the SADCC region can include content that will reinforce SADCC vision and policies. (Following this overview of the topic, individual discussions are offered of adult literacy policy and performance in the nine member states of SADCC: Tanzania, Zambia, Malawi, Botswana, Lesotho, Swaziland, Zimbabwe, Mozambique, and Angola. These general statements are made: (1) near-universal adult literacy is essential for development of each individual country in the SADCC region; (2) near-universal adult literacy is possible to obtain; (3) without near-universal adult literacy, economic liberation from South Africa will not come; and (4) near-universal adult literacy will bring the common man "inside politics.") (YLB)

ED 255 700 CE 041 173

Changing the Focus: Women and FE. An FEU View.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-28-8
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Affirmative Action; *Continuing Education; Educational Policy; *Equal Education; Foreign Countries; High School Equivalency Programs; Job Training; Nontraditional Students; Policy Formation; Postsecondary Education; Sex Discrimination; *Sex Fairness; Vocational Education; *Womens Education
IDENTIFIERS- *England

This brief policy statement by the Further Education Unit (FEU) in London, England, describes the way in which the FE system should relate to the needs and potential of women. The document restates a catalogue of deficiencies in this area, and then refers to previous and ongoing FEU work. Against this background, the statement analyzes some of the FE curricular issues that reflect progress and/or deserve more attention. In part, this statement is a response to the recommendations of the recent report of the Women's National Commission ("The Other Half of Our Future," extracted in this booklet). There is little doubt that if the FE system is to play a more effective role in the education and training of women, then educational policy makers need to appraise the content, design, delivery, and management of the curricula from traditional education to the new technologies. The statement suggests that a starting point for those who have not already done so is to develop an appropriate equal opportunities policy. For those local authorities and colleges who have such a policy, this statement is intended to confirm their initiative and encourage further action. (KC)

ED 255 797 CG 018 129

Mahoney, Diane Feeney
Gender and Role as Issues in Ambulatory Health Service Utilization by Older Women.
PUB DATE- 18 Nov 84
NOTE- 11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Discrimination; Aging (Individuals); Delivery Systems; *Females; Gerontology; *Health Needs; Health Services; Individual Needs; *Medical Services; *Nurse Practitioners; *Older Adults; Self Esteem; *Sex Bias

Sexism in women's health care has received increasing attention through the women's movement. Many alternative efforts at reform have been targeted to women in their reproductive years, but the older woman has not had similar efforts designed to alter her situation. A Senior Health Center was established by one community hospital to provide ambulatory services to older adults in the community. Many older women who sought the services of the Gerontological Nurse Practitioner at this center reported negative sexist experiences with health care in the past. Senior health centers can provide these patients with an alternative to the traditional medical practice. The nurse practitioner can provide the nursing qualities of caring and sensitivity to people's needs, and can add a humanistic influence on medical care. By providing accurate information to older women about their bodies and the aging process, nursing care can enhance the self-esteem of older women patients and can enable them to participate as active, informed consumers of health care. Osteoporosis, urinary incontinence, atrophic vaginitis, lifestyle adaptations to widowhood, diminished income, and relocation are but a few of the crises faced by older women and are areas in which the health provider can serve to create modes of support. (NRB)

ED 255 812 CG 018 144

Kirk, William G.; And Others
The Perception of Empathy in Alcoholism Counselors.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Las Vegas, NV, April 25-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Counselor Characteristics; Counselor Client Relationship; Counselor Evaluation; Drinking; *Empathy; Identification (Psychology); *Rehabilitation Counseling

Because it is often assumed that some similarity in background helps to enhance empathy, recovering alcoholics are sometimes encouraged to become counselors. Theoretically, the recovered alcoholic's drinking history gives him something in common with his alcoholic clients, thus enhancing the therapist's empathic posture. Detoxified clients (N=42) of alcohol rehabilitation centers were randomly assigned to two groups. Before viewing a 15-minute videotape of a simulated alcohol counseling session, both groups were given a description of the videotaped psychotherapist's credentials. One group was told that he was a recovering alcoholic while this information was omitted from the second group's description. Following the videotape viewing, subjects completed a modified version of the Barrett-Leonard Relationship Inventory (BLRI). No statistically significant differences between group means on the empathy subscale of the BLRI were found. This finding did not support the contention that a counselor's history of drinking and rehabilitation enhances the perception of counselor empathy among alcoholics. (Author/NRB)

ED 255 854 CG 018 186

Dielman, T. E.; And Others
Resisting Pressures to Smoke: A Longitudinal Study.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- DA02644
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Children; Grade 5; Grade 6; Intermediate Grades; Longitudinal Studies; *Peer Influence; *Prevention; *Program Effectiveness; Sex Differences; *Smoking; *Socialization

Although recent survey findings have indicated a decrease in the percentage of teenage smokers, cigarette smoking remains the leading preventable cause of morbidity and mortality in the United States. A social learning smoking prevention intervention, consisting of four sessions which occurred at 2-week intervals, was conducted with fifth and sixth graders in two school systems. Schools were randomly assigned to intervention (N=476 students) or control (N=392 students) conditions. Students in the intervention groups learned about the physiological effects of cigarette smoking, the pressures which influence adolescents to smoke, ways to resist peer pressures, and the techniques of cigarette advertising. All students were pretested at the beginning of the first study year and posttested at the end of that school year and the beginning of the next school year. The results indicated a significant treatment x sex x occasion interaction with respect to experimentation with cigarettes; and a significant treatment x school system x occasion interaction with respect to recent cigarette smoking. The intervention was effective in reducing the prevalence of experimentation with cigarettes among boys, but not among girls, in both school systems; and was effective in reducing the onset of more frequent smoking among both sexes in one school system, but not in the other. Social learning intervention may not be effective in schools where a certain threshold level of smoking has been reached. (NRB)

ED 255 883 CS 007 998

Schenet, Margot A.
Reading Study: First-Year Report.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Aug 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Inservice Teacher Education; *Listening Comprehension; *Program Effectiveness; Program Evaluation; *Program Implementation; *Reading Comprehension; Reading Instruction; *Reading Programs; Staff Development; *Teaching Methods
IDENTIFIERS- Montgomery County Public Schools MD

In 1976, the Montgomery County Public Schools began the development of a kindergarten through grade 8 Instructional Program in Reading/Language Arts (IPR/LA) for teaching the English language arts. Goals of the effort were to improve reading and listening comprehension instruction and to improve program consistency across grades, schools, and areas. The first full year of data collection for the reading program was 1982-83. During that year the focus of study centered on descriptive information about the characteristics of reading instruction and problems in the implementation process in the study schools. A sample of 20 elementary schools was selected for the reading study and stratified on the basis of achievement level and length of time the school had been exposed to IPR/LA. Study findings indicated that while some teachers were able to implement the revised curriculum in a number of areas, some serious problems still remained. Further, the program was not implemented for students at all achievement levels. In addition, no consistent criteria were in use system-wide to monitor program implementation. Neither the training nor the materials provided to schools to support the implementation process were perceived as adequate. Finally, the role of the reading teacher appeared to have changed, which created role conflicts for some school-based reading teachers. A technical appendix includes data collection procedures and instruments used in classroom observation. (HOD)

ED 255 914 CS 208 705

Nystrand, Martin
Learning to Write by Talking about Writing: A Summary of Research on Intensive Peer Review in Expository Writing Instruction at the University of Wisconsin-Madison.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Group Discussion; Higher Education; Language Processing; *Peer Evaluation; Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills; Written Language

Intensive peer review is a method of teaching expository writing developed two years ago by A. N. Doane and now used extensively in freshman expository writing at the University of Wisconsin-Madison. Students meet regularly in groups of four three times a week over the course of the term to share and critique each other's writing. The instructor does relatively little direct instruction, and intervention in these groups is minimal. Students taught by peer review make more progress in writing because they see revision as a matter of reconceptualization rather than editing, view their readers as collaborators in a process of communication rather than as judges, give more emphasis to prewriting, have more positive attitudes about writing, and view their composing process as a process of improvization and experimentation with ideas and text. Talking about writing can help students learn to write because in a good group there will be (1) a collective examination of written texts, (2) a tendency to dwell on the writer's purpose and its articulation with the resulting focus on the sources of trouble and uncertainties of text, (3) a consideration of higher order writing problems such as structure of argument, (4) presentation of arguments, and (5) paragraph development. Peer review requires careful planning, during which the instructor must help students understand what sorts of group interaction will help students learn to write and what sorts will not. (EL)

ED 255 958 CS 504 889

Austin, Bruce A.; Ventura, Paul G.

Employer Perceptions of Needed Communication Functions in Business Organizations.

PUB DATE- 3 May 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Communication Skills; Education Work Relationship; Employer Attitudes; *Employment Potential; *Job Skills; Occupational Surveys; *Organizational Communication; *Personnel Directors; Speech Communication; Training Methods

To determine existing employer perceptions of communication needs, or functions, and of the role of the speech communication major in fulfilling these needs, a 32-item questionnaire was sent to 85 personnel managers in the Buffalo, Rochester, and Syracuse, New York, areas. Respondents were instructed to suppose that they were to hire a college graduate with a four-year degree that had specifically prepared him or her in oral and written communication, mass media production and analysis, and organizational dynamics. Given this context, respondents were presented with two separate 13-item indices: a performance by the college graduate index and a training of others by the college graduate index. The remaining questions were concerned with the the importance of communication skills in the respondents' companies. Results indicated that, on the whole, the personnel directors strongly endorsed the value of communication skills to their companies' operations. Mean score differences between those organizations that had implemented a communication training program and those that had not were insignificant. Interestingly, prospective employees' ability to train other employees in various communication skills was rated somewhat higher in importance than was actual ability to perform a variety of communication functions themselves. (HOD)

deJung, John; Duckworth, Kenneth
An Examination of Student Discipline Policy in Three Middle Schools. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 132p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Discipline Policy; Discipline Problems; Educational Environment; Junior High Schools; *Middle Schools; Policy Formation; School Demography; School Effectiveness; School Organization; *Urban Schools
IDENTIFIERS- Pacific Northwest; *Policy Effectiveness; Policy Implementation

Comparative data from three middle schools, all in one large urban school district in the Pacific Northwest, are used to identify criteria for evaluating student discipline policies and to generate theoretical statements of how school administration affects student behavior. An introduction summarizes the study's goals and assumptions and discusses potential variances in policy content and effectiveness. Background information is provided on the following: the policies of the district studied and the characteristics of participating schools: administrative organization, policy content, and policy initiation and modification in each school; and the process of data collection through examining school discipline referral records and through teacher and student questionnaires. The next two sections report and analyze findings. Section E describes the differences among schools in three aspects of policy and analyzes the causes of policy differences. Section F describes differences in teachers' and students' acceptance of policies and the incidence of misbehavior and analyzes the reasons for these differences. Finally, the study's hypotheses are reformulated and summarized. Sample teacher and student questionnaires are appended. References are included. (MCG)

ED 255 757 CE 041 305

Kedney, Bob, Ed.; Parkes, David, Ed.
Responsibility and Responsiveness. Case Studies in Further Education.
Association of Metropolitan Authorities, London (England).; Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-907659-31-4
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Dislocated Workers; Distributive Education; *Educational Needs; *Educational Responsibility; Engineering Education; Fire Fighters; Fire Science Education; First Aid; Food Service; Foreign Countries; Information Science; Lumber Industry; Maritime Education; Postsecondary Education; Program Effectiveness; *Relevance (Education); *Retraining; Robotics; Seafarers; Service Occupations; *Technological Advancement; *Vocational Education
IDENTIFIERS- Computer Assisted Engineering; Off Shore Drilling; *United Kingdom

These eight case studies illustrate the capacity of United Kingdom Colleges of Further Education to respond effectively to training needs of local industry and commerce. Case 1 demonstrates shifts across a range of local authority colleges towards provision in the new information technologies and the service industries. Case 2 illustrates a tailor-made approach from a specialist college toward particular gaps in the capacity of a retail firm to provide its own training. Case 3 is on the provision of training in robotics for a motor manufacturing company undergoing reconstruction for survival. Case 4 examines both broad and specific provision for the catering industry. Case 5 covers provision of an off-shore sea-survival and firefighting course together with a separate training program in ship steering. Case 6 describes a wide range of computer engineering provisions requiring considerable investment in equipment and staff development from the local authority and college alike. Case 7 is provision for retraining for dislocated steelworkers. Chapter 8 describes the responses of the Building Crafts Department at Leeds College of Building to the local expression of a national need. A summary concludes the document. (YLB)

ED 255 771 CE 041 334

Schaffer, Deborah L.; Van Duzer, Carol H.
Competency-Based Teacher Education Workshops in CBE/ESL.
Arlington County Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jun 84
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Programs; Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Educational Planning; Educational Resources; *English (Second Language); Guidelines; Inservice Teacher Education; Learning Modules; Lesson Plans; Needs Assessment; Postsecondary Education; Refugees; *Second Language Instruction; Student Evaluation; *Teaching Methods; *Workshops

This document contains five modules for presenting a series of workshops on competency-based education (CBE) to teachers of English as a second language (ESL). Each module consists of the following: competency sheet (including rationale, performance objective, and enabling objectives), background notes and resources, suggested format for a three-hour workshop, activities with handouts, a review activity, and a workshop evaluation form. The modules cover the following topics: (1) competency-based education and the adult learner; (2) needs assessment and language functions, (3) writing competency-based objectives, (4) planning instruction, and (5) evaluating student performance. An overview of the workshop series and instructions for conducting the workshops are also included in the manual. (KC)

ED 255 840 CG 018 172

Skelton, J. A.
Dormitory Social Climate and Student Health: A Structural Approach.
SPONS. AGENCY- Dickinson Coll., Carlisle, Pa.
PUB DATE- Aug 84
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *College Students; Dormitories; Group Experience; Higher Education; *Individual Power; Influences; Models; Perception; *Physical Health; *Self Evaluation (Individuals); *Social Support Groups
IDENTIFIERS- *Academic Pressure; *Dormitory Size

Although it is commonly held that environmental, social, and psychological factors influence health, specific causal models of these influences are rarely tested directly. Methods of structural analysis were applied to the problem of the relationships among variables thought to influence the health status of college students. Data were collected from 365 students on personal characteristics, physical features of their college residences, the perceived social climate of the residences, psychological distress, and health status. Canonical correlation analyses reduced the data to five indicators representing four factors: dormitory size, the degree of perceived influence and social support in the dormitory, and reports of academic pressure and physical symptoms. Four sets of structured equations, representing alternative causal models of the interrelationships among those variables, were tested for goodness-of-fit to the observed data. The first three models were based on the assumption of unidirectional causation. The best-fitting model was Model 4 which included a direct link from perceived influence to physical symptoms and an added reciprocal causal link between psychological distress and physical symptoms. Conclusions drawn about the relationships among the variables examined in Model 4 emphasized the important role played by perceptions of personal control in self-evaluations of health status. (Author/NRB)

ED 255 899 CS 008 018

Smith, Frank
Reading without Nonsense. Second Edition.
REPORT NO.- ISBN-0-8077-2768-7
PUB DATE- 85
NOTE- 166p.; For the first edition, see ED 178 970.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($13.95, paper).
LANGUAGE- English
Document Not Available from EDRS
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; Reading Comprehension; Reading Diagnosis; Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Skills; Remedial Reading; *Teacher Role; Word Recognition

Intended for reading teachers, this book is concerned with the process of reading, with the perceptual and language skills involved in reading, and with the nature of the task confronting children learning to read. It shows that it is only through reading that children learn to read, and that a teacher's role must therefore be to make reading easy for every child. The nine chapters discuss the following: (1) making sense of reading, (2) the visual and nonvisual aspects of reading, (3) the problems and possibilities of memory, (4) the fallacy of phonics and the profundity of meaning, (5) the theories of learning and comprehension, (6) the definition of reading, (7) the process of reading, (8) the teacher's role, and (9) the promise and threat of computers in literacy education. (EL)

ED 255 929 CS 208 836

Gibson, Claude L.
Not Just to Teach But to Profess.
PUB DATE- 22 Mar 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Curriculum; English Instruction; *English Teacher Education; Expository Writing; Graduate Study; Higher Education; Methods Courses; *Professional Continuing Education; Writing (Composition); *Writing Instruction

Discussion of the contribution of a particular course toward developing teacher competency raises the question: "Just what does one need to know to teach composition?" If a person were to take only one course, it would likely be "Composition for Teachers." In theory lie answers, so a suitable syllabus would include Beth Neman's "Teaching Students to Write," James Kinneavy's "A Theory of Discourse," and Claude Faulkner's "Writing Good Sentences," among others. Students would also be required to write four essays to test their knowledge and foster flexibility. A composition course for teachers can instill a false sense of security because students may exit thinking that they join a world where reason prevails and colleagues share like values. The greatest threat to developing teacher competency is that a number of teachers have ignored most developments in theory and practice. To attain and maintain competency as teachers, there must be an on-going return to the theory and scholarship of the discipline, a use of it to inform their own practice as writers and teachers, and an experiencing of excitement from engagement on the issues. The students will then exit the composition-for-teachers course ready not just to teach but to profess. (DF)

ED 255 943 CS 208 899

Herrmann, Andrea W.

The Computer in the English Class: The Changing Role of the English Teacher.

PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); *Computer Assisted Instruction; Higher Education; *Microcomputers; Student Attitudes; *Student Reaction; *Teacher Role; *Writing Difficulties; *Writing Processes

The computer represents an instrument of change for students and teachers alike. For most students learning to use the computer to write, the writing process is temporarily more difficult and stressful and capable of creating a highly charged, emotional trauma for the writer. The constraints of learning what keys to push and how to get out of trouble when the wrong keys are pushed interferes with the writing process. Students must have a fairly strong ego and an even stronger sense of determination to be willing to risk making mistakes, to continue making mistakes, and yet not let these factors interfere with their learning process. Not all students can comply under these trying conditions. Some become demoralized so quickly that rather than directing their energies at the learning tasks, they immesh themselves in dysfunctional behavior patterns, creating new obstacles to their learning. The teacher's role becomes more like a coach than anything else. The important thing to teach computer using writers is that mastery of a word-processing program requires a willingness to interact, to explore, and to experiment. Rather than requiring that certain activities be done, the teacher can demonstrate processes, make suggestions, and expand the students' awareness of alternatives available to them. (HOD)

ED 255 973 CS 504 919

Mason, Gail E.
Coordinating the Internship Program: The Ins and Outs of Directing Interns.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Curriculum Design; Curriculum Development; Higher Education; *Internship Programs; *Organizational Communication; *Speech Communication; *Speech Curriculum

Several things should be taken into account when establishing an internship program in speech communication at the college level. Internships begin by being either agency generated or student generated. Objectives of the program include understanding, developing, and applying communication skills necessary for effective performance within an organizational setting. Interns, either speech majors or minors, should be juniors, seniors, or graduate students with an excellent academic record. Other issues to be considered are whether the position should be a paid one, how many credit hours should be allowed, the number of hours a week and the number of weeks the intern should work, prerequisites, and whether grades should be given. An on-site supervisor should be responsible for assigning the intern tasks and evaluating the intern periodically. The interns should assess their own progress, send in work samples, and keep a daily copy of their activities. Other matters to be considered are assigning a course number, determining the number of internship hours to be applied toward graduation, deciding whether a student's job can result in intern credit, and creating a list of placement possibilities. (Appended are a list of references, a description of the internship position, a form to use in conducting a personal interview with the intern, a list of things for the intern supervisor to remember, instructions for a required internship notebook, sample journal entries, a final report, a professional evaluation of the student intern, a self-evaluation form for the intern, and a letter to intern supervisors.) (EL)

ED 255 988 EA 017 425

Mitchell, Douglas E.
Research Impact on Educational Policy and Practice in the USA.
PUB DATE- 85
NOTE- 23p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p19-41, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Educational Innovation; *Educational Research; Evaluation; Policy Formation; Research and Development; Research Design; Research Methodology; *Research Needs; *Research Utilization; Social Science Research
IDENTIFIERS- *United States

This chapter examines, from four perspectives, the ways in which educational research, development, and evaluation activities in the United States are organized, controlled, and supported, and considers whether research can be properly used to shape educational policy and practice. First, the size and historical development of the research and evaluation field are reviewed to clarify the intellectual and professional practice dimensions of the problem. Second, a review of the major topics covered in recent educational research provides a basis for predicting the kinds of impact research can have on policy and practice. Third, the application of research and evaluation findings is addressed directly, in light of competing definitions of policy and policy-making, the unique character of the policy-making workflow, and the distinction between social and intellectual aspects of knowledge utilization. Finally, key theoretical and methodological issues related to the problem of research utilization in education are explored briefly. (PGD)

ED 256 004 EA 017 441

Elliott, John
Educational Action-Research.
PUB DATE- 85
NOTE- 20p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p231-50, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Educational Methods; *Educational Objectives; *Educational Research; *Educational Theories; Nontraditional Education; Organizational Theories; Process Education; School Organization; *Teacher Participation; Teaching Models
IDENTIFIERS- Professionalism; *Theory Practice Relationship

The purpose of education should not be to fill students with objective knowledge but to develop in students the ability to process information in ways that enhance understanding, according to the process model of curriculum development proposed by Lawrence Stenhouse. Defining education thus does not allow for the establishment of fixed educational goals. Consequently, professional practice in education must be based not on the scientific selection of means suited to specific ends, but on the application of understanding to ever-changing situations. The practitioner is therefore the person best suited to generate his or her own expert knowledge. The concept of action research relies on these ideas and is characterized by both group consensus concerning the values underlying the processes being investigated and the absence of a distinction between the practice being researched and the process of researching it. If the value of theory developed through research on education can only be determined through an action research process, educational research should be recast in terms of the action research paradigm. Such a recasting will require the reorganization of educational institutions to deemphasize bureaucratic roles and focus instead on task-oriented cooperation among professional colleagues operating in groups. (PGD)

ED 255 661 CE 041 115

NATCON 9.
Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
REPORT NO.- ISBN-0-662-13832-5
PUB DATE- 85
NOTE- 282p.; For NATCON 8, see CE 041 114.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; Career Education; *Career Planning; Correctional Institutions; Counseling Services; *Counseling Techniques; Counselor Role; Daily Living Skills; Delivery Systems, Disabilities; *Educational Research; *Employment Counselors; Employment Services; Females; Foreign Countries; Job Placement; Models; Peer Counseling; Research Design, *Research Methodology; Research Needs; School Counseling; Unemployment; Vocational Rehabilitation
IDENTIFIERS- *Canada

This collection contains 24 articles dealing with career counseling and related research. Included in the volume are the following articles: "A Management Approach, Function and Counselling in Guidance/Application in the Federal Penitentiary Environment," by Pierre Dodier; "A Description of the Alternate School in Prince Albert, Saskatchewan," by Walter J. Kawula; "A Career Education Model Based on Young People's Vocational Development," by Pierrette Dupont; "Counselling Women for New Skills and New Opportunities," by Audrey F. Swail; "Directions: An Outline of the CGCA Position Paper and Resource Book," by David Studd and John Wallace; "Counselling the Unemployed," by Oswald Bratfisch; "Bridging the Gap: Cooperative Education-Career Education," by Keith Coviello, Hank Froese, Jim O'Connor, and Vi Trivett; "Career Awareness Programme," by the Ottawa Board of Education; "Peer Career Counselling: An Educational Training Model," by M. Honore France; "Effective Job Placement of the Disabled/Disadvantaged Person," by Barbara Dubuc and Patricia Rogers; "Advances in Decision Counselling--1984," by R. Vance Peavy; "Opening Doors: Keys to Career Planning," by Barrie Day and Faye Wiesenberg; "Counselling Victims of Job Loss," by Lisa Avedon; "Life Skills Training in Vocational Rehabilitation," by Eva Hagman; "Preface/New Directions in Counselling Research: 1," by R. Vance Peavy; "Canadian Research in Guidance and Counselling: Early Past and Near Future," by Jacques Perron, Conrad Lecomte, Florent Dumont, Louis-George Castonguay, and Maryse Pare; "Improving Research in Counselling Psychology: A Point of View," by Lloyd W. West; "Encouraging Young Researchers to Engage in Counselling Research," by Don Knowles; "Experiencing Unemployment: A Foundational Study," by Norman E. Amundson and William A. Borgen; "A Formative Assessment of a Thanatology Curriculum," by Barbara M. Anderson; "Context Analysis: A Systems Based Research Methodology," by Virginia van Santen; "School Settings and Functions of Counsellors: A Structural Perspective," by M. G. de Andrade; "Selected References on Qualitative Research Methodology," by R. Vance Peavy, Leslie Armstrong, and Nancy Dudley; and "Values and Attitudes for Tommorrow's Education in Quebec," by Jacques Perron and Florent Dumont. (MN)

ED 255 674 CE 041 142

Hull, Daniel M.; Lovett, James E.
Task Analysis and Job Descriptions for Robotics/Automated Systems
Technicians. Final Report. Volume 1.
Center for Occupational Research and Development, Inc., Waco, Tex.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- Apr 85
NOTE- 128p.; For related documents, see CE 041 139-143. Appendix
contains small print.
CONTRACT- 300-83-0122
AVAILABLE FROM- Center for Occupational Research and Development,
601C Lake Air Drive, Waco, TX 76710.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Automation; Core Curriculum; Course Descriptions;
Curriculum Development; *Electromechanical Technology; *Job
Analysis; *Job Skills; Learning Modules; *Manufacturing; Models;
Postsecondary Education; *Robotics; Technical Education;
Technological Advancement; Two Year Colleges
IDENTIFIERS- *Computer Assisted Manufacturing

The Robotics/Automated Systems Technician (RAST) project developed a robotics technician model curriculum for the use of state directors of vocational education and two-year college vocational/technical educators. A baseline management plan was developed to guide the project. To provide awareness, project staff developed a dissemination plan (articles in major publications), prepared and mailed a project abstract, presented three papers at conferences, and delivered a product report. A panel of experts was assembled as a project advisory committee. The project produced a state-of-the-art report, robotics/automated systems task analysis and job competency report, and teaching/learning modules and new module outlines for a RAST curriculum. Recommendations were the development of modular instructional materials to support the six specialty courses in the RAST curriculum and the undertaking of similar curriculum projects to provide national models for technician education/training on other emerging, advanced technology areas. (Appendixes, amounting to approximately four-fifths of the report, include samples of visibility activities, information activities (project fact sheet, project brochure, and conference papers), advisory committee meeting minutes, robotics/automated systems task analysis listing, and core curriculum explanation.) (YLB)

ED 255 687 CE 041 159

Markowicz, Arlene, Ed.; And Others
Strategies for Youth at Risk.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 84
NOTE- 76p.
GRANT- 99-4-454-98-327-02
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Career Counseling; Career Education; Cooperative Programs; Disabilities; *Disadvantaged Youth; Employment Potential; *Employment Programs; Federal Programs; *High Risk Persons; Individualized Instruction; *Job Training; Postsecondary Education; Program Descriptions; Secondary Education; *Unemployment; Vocational Education; Work Experience Programs; Youth; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982

This issue targets the high risk segment of the youth population and their high unemployment rate. An overview discusses the contents. Ten "Bulletins" offer descriptions of programs and projects and demonstrate how long-term training, work and academic experience, and individualized training operate in functioning programs. To assist service delivery areas in serving at-risk youths, the bulletins also provide ideas for marketing youth programs, innovative ways to compensate participants for lack of stipends, and strategies to involve the business community. Each bulletin provides these types of information: operators, summary, results, time span, funding, outline (activities), followup, progress, problems, hints for success, products/publications, and contact. Over 40 references in the annotated bibliography provide additional sources of youth programming information. Three book reviews highlight opportunities available under the Job Training Partnership Act to shift from an employment outcome to an employability outcome. The final section with background materials offers "WorkAmerica" reprints of articles on programs for at-risk youth. (YLB)

ED 255 715 CE 041 207

Apprenticeship in the 80's. A Training Program for the Bureau of Apprenticeship and Training.

SRA Technologies, Inc., Arlington, VA.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- 85

NOTE- 385p.

CONTRACT- 99-3-2993-72-010-01

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Competency Based Education; Computer Assisted Instruction; Computer Oriented Programs; Computers; Cost Effectiveness; Demand Occupations; Educational Research; Emerging Occupations; Employment Patterns; Employment Projections; *Futures (of Society); Guidelines; Job Analysis; Learning Activities; Learning Modules; *Marketing; Postsecondary Education; Professional Continuing Education; Records (Forms); Research Methodology; Robotics; *Staff Development; *Teaching Methods; *Technological Advancement; Telecommunications

IDENTIFIERS- *Educational Brokerage

This training package is designed for use by staff of the U.S. Bureau of Apprenticeship and Training who are participating in a course dealing with apprenticeship in the future. Addressed in the individual units of the course are the following topics: employment trends of the future (computers, robotics, communications, growth and declining occupations, future employment projections, and the effects of each of these factors on apprenticeship); apprenticeship training, job analysis, modular training, computer-based training); and marketing apprenticeship (using techniques of marketing, marketing campaigns, conducting a briefing, performing a cost/benefit analysis, and researching). Each unit is subdivided into a series of modules containing reference materials (the content of the course lectures, supplementary articles, bibliographies, and sources of further information); exercise materials; and an apprentice training resource guidebook (charts, forms, and summaries of the most important information from the module). The final section of the package is designed for use as an on-the-job desk guide. (MN)

ED 255 729 CE 041 256

Technological Literacy Skills Everybody Should Learn. Ideas for Action in Education and Work.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 12p.; For a related document, see CE 041 257.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; Career Education; Computer Literacy; Computers; Databases; Education Work Relationship; *Employment Potential; Employment Qualifications; Futures (of Society); Information Networks; *Job Skills; Postsecondary Education; Secondary Education; *Technological Advancement; *Technological Literacy, *Vocational Maturity
IDENTIFIERS- Keyboarding

This report reviews the skills and attitudes students need for success in today's technology-oriented workplace. The several facets of technological literacy are first clustered into three broad categories: attitudes or generic skills, applied skills, and specialized skills. Attitudes or generic skills are accuracy and precision, anticipating needs, creativity and imagination, critical thinking/problem solving, ethical standards/confidentiality, lifelong learning/retraining, synthesis of information, systems thinking, and troubleshooting. The applied skills are computation and calibration, layout/design, listening, measurement, speaking, and writing. Specialized skills include evaluation of software, file maintenance, keyboarding, networking, and search and retrieval. In the section that follows, each skill area is briefly defined. Three examples of each skill are presented from various grade levels and subject areas. Space is provided for writing down possible activities to promote technological literacy both in classroom management and ongoing instruction (learning activities). Suggestions for infusing these concepts conclude the report. (YLB)

ED 255 742 CE 041 280

Walter, Richard A.
Pennsylvania Occupational Competency Assessment Program--1983. Final Report. Vocational-Technical Education Research Report, Volume 22, Number 2. Occupational Competency Evaluation Monograph, Number 15.
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Jan 84
NOTE- 20p.; Title page reads "The Pennsylvania State University's Responsibilities for the Occupational Competency Assessment Program Coordination, Research and Development, and Management".
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Cooperative Programs; Coordination; *Minimum Competency Testing; Postsecondary Education; *Preservice Teacher Education; Secondary Education; *State Programs; *Teacher Certification; Teacher Evaluation; Testing Programs; Trade and Industrial Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Occupational Competency Assessment; *Pennsylvania

The Pennsylvania State University served as the Pennsylvania Coordinator of Occupational Competency Assessment (OCA). It managed the Pennsylvania OCA Program, which provides the secondary public schools of the state with competent vocational instructors as a component of teacher preparation at Temple University, Indiana University of Pennsylvania, the University of Pittsburgh, and Pennsylvania State University. The coordination of the overall program was accomplished through meetings, personal visits, workshops, conferences, and frequent contact with the test center coordinators at each institution. Other activities included management of the test bank of materials obtained from the National Occupational Competency Testing Institute, computation of norm data from test results, and coordination of OCA activity with the Bureau of Teacher Certification. Numerous guides for test center use in counseling candidates were prepared and distributed, and studies were conducted for program improvement. (An appendix contains the Occupational Competency Performance Examiner Handbook.) (YLB)

ED 255 785 CG 018 117

Tetrick, Lois E.; And Others

Control and Information: Underlying Psychological Dimensions of the Work Environment.

PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Factor Structure; Individual Power; *Information Processing; Locus of Control; Models; Personal Autonomy; *Psychological Patterns; *Work Attitudes; *Work Environment
IDENTIFIERS- *Work Autonomy

A review of the literature on job analysis and job evaluation reveals several aspects of jobs which are important to organizations. To better explain the psychological dimensions of the work environment, three models of perceived job characteristics were compared using confirmatory factor analysis: Walsh, Taber, and Beehr's (1980) components of information and action; Ryan's (1982) classification of environmental events into controlling and informational; and a third model based on an integration of the two previous models, including three dimensions: control, stimulus uncertainty (information processing amount), and response uncertainty (information processing equivicality). Employees of a private sector information processing organization (N=119) completed Likert-type questionnaires comprised of 58 items representing the 12 variables encompassed by the three models (e.g., decision making authority, leadership responsibilities, job complexity, information processing amount). Model one fit the data least well, with models two and three showing significant improvement in accounting for the covariances among the 12 variables. Stimulus and response uncertainty were found to be highly correlated, suggesting a hierarchical model in which control and information are significant dimensions of perceived job characteristics. Seventeen references are listed. (MCF)

ED 255 826 CG 018 158

Violence and Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session, June 14, 1984.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 85

NOTE- 150p.; Portions of document may be illegible because of small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Battered Women; *Child Abuse; Family Problems; *Family Violence; *Federal Aid; *Government Role; Hearings; Incest; Individual Needs; Prevention; *Sexual Abuse; Victims of Crime

IDENTIFIERS- Congress 98th

This document contains testimony and prepared statements from the Congress presented at a hearing on family violence. Statements are given from an executive involved in a television special about incest, a victim of abuse, Senator Ted Stevens of Alaska, and representatives from a victim witness program, the United Way, the National Conference of Catholic Charities, and the Police Executive Research Forum. Prepared statements, letters, and supplemental materials are included from these witnesses, other congressmen and senators, and from representatives of the Vermont Department of Social and Rehabilitation Services and the International Association of Chiefs of Police. An increase in reported cases of family violence in recent years and the need for more resources to deal with this problem are described. Practical steps to help police departments prevent such violence are discussed; stricter arrest and prosecution policies, improved training programs for police officers, and referrals to battered women shelters and abuser programs are suggested. Allocation of United Way funds to child and adult abuse prevention efforts are outlined. Treatment and prevention programs to combat physical and sexual abuse of children and vulnerable adults are described and difficulties faced by these programs are reviewed. The need for federal legislation to help prevent family violence and for adequate services to family violence victims and their children is emphasized. (NRB)

ED 255 869   CS 007 981

McConkie, George W.; Hogaboam, Thomas W.
Eye Position and Word Identification during Reading. Technical Report No. 333.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 85
NOTE- 34p.
CONTRACT- 400-81-0030
GRANT- MH-32884
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; *Eye Fixations; Eye Movements; Higher Education; Perceptual Development; *Reading Processes; *Reading Research; *Visual Perception; *Word Recognition
IDENTIFIERS- Disappearing Text Technique

To investigate the relationship between the location of the words being read and the location of the eyes in the text, three experiments were conducted using the Disappearing Text Technique with college students. This was done by occasionally removing the text during reading and having the reader report the last word that had been read. Distributions of the locations of the last word read, in relation to the location of the last word on which the eyes were centered prior to the text's disappearance, served as data and were compared for different conditions. The first study compared these distributions when the text disappeared during rather than following a fixation and when the text was simply blanked out rather than being replaced by a masking pattern. The second study manipulated the time during the fixation at which the text disappeared, and the third study replicated results from the earlier studies. Results showed that, on the one hand, the last word reported as having been read was most commonly the word fixated during the last fixation, or the word to the right of it. On the other hand, the responses were not restricted to these two word locations. Thus, the data did not support an anticipation model of reading nor the acquisition of peripheral cues concerning upcoming words. (HOD)

ED 255 915 CS 208 784

Milner, Joseph O., Ed.
Micro to Main Frame Computers in English Education.
North Carolina English Teachers Association.
PUB DATE- 82
NOTE- 45p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 31565, $2.50 member, $3.00 nonmember).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software; Elementary Secondary Education; *English Curriculum; *Language Arts; *Microcomputers; Reading Instruction; Sentence Combining; Word Recognition

The eight articles in this focused journal issue explore the part computer literacy and computer programed instruction can play in the language arts curriculum. Titles of the articles are (1) "Computers in English Instruction: The Dream And The Reality" (James R. Nicholl); (2) "Computer Uses in the Elementary Grades" (Robert Morgan); (3) "Reading Instruction with Computers" (George Mason); (4) "Applications of Microcomputers to Sentence Combining" (Cyrus F. Smith, Jr); (5) "A Microcomputer Software Program for Word Recognition" (Randall James Ryder); (6) "Computerized Language Arts Instruction in Special Urban Settings" (Bonny Petree and Donna Strotner); (7) "The Little Red Electronic Schoolhouse" (Nancy S. Thompson); and (8) "Make Room For Computers in Language Arts" (Shirley Keran). (HOD)

Desy, Jeanne; And Others
Assessing Learning Time at the Co-op Training Station. Special Publication Series No. 50.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 66p.; For related documents, see CE 040 899-900.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN50--$6.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Cooperative Education; Evaluation Criteria; Evaluation Methods; Guidelines; *On the Job Training; Postsecondary Education; Program Evaluation; Records (Forms); Research Design; Research Methodology; *Research Utilization; Secondary Education; *Time Factors (Learning); *Time Management; Time on Task; *Vocational Education; Worksheets

This handbook is intended to guide cooperative education coordinators, teachers, inservice coordinators, and teacher educators in conducting time-use analyses. Chapter 1, an introduction to the guide, discusses the issue of evaluation in cooperative education, the benefits of time-use analyses, and common objections to time-use assessment. Examined in the second chapter are various applications of time-use analyses, including developing and modifying training plans, building time consciousness, targeting priorities, fostering detachment, increasing efficiency of placement at training stations, solving problems, forming and substantiating useful evaluations, and freeing up time. Chapter 3 deals with the phases in conducting a time-use study. Various aspects of using the results of time-use studies are discussed in chapter 4, including gathering additional information, evaluating the learning experience, identifying problem areas, modifying the training plan, and talking over the results. Two observation forms and five worksheets for use in conducting time-use analyses are appended, and numerous sample forms and checklists are included throughout the text of the handbook. (MN)

ED 255 648 CE 041 089

Snyder, Nancy V.
Revision of Electro-Mechanical Drafting Program to Include CAD/D (Computer-Aided Drafting/Design). Final Report.
North Seattle Community Coll., Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Programs; Community Colleges; *Computer Graphics; Computer Oriented Programs; Course Content; *Curriculum Development; *Drafting; Educational Planning; *Engineering Drawing; Program Development; *School Business Relationship; Technical Education; Two Year Colleges
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Drafting

North Seattle Community College decided to integrate computer-aided design/drafting (CAD/D) into its Electro-Mechanical Drafting Program. This choice necessitated a redefinition of the program through new curriculum and course development. To initiate the project, a new industrial advisory council was formed. Major electronic and recruiting firms were chosen to represent the opinion of the area's industry. A formal link was established with the allied vocational programs in the Seattle Public Schools and a future curriculum and registration arrangement was made with Shoreline Community College. A five-year plan was described by the advisory council to the college's administration outlining curriculum changes, equipment needs, facilities requirements, and added instructional needs. Following industry visits, a job description for a CAD/D instructor was developed and CAD equipment and funding from IBM were acquired. Finally, three curriculum plans were developed; scope and sequences of the plans were compiled; course outlines in the core curriculum area were written; and course outlines in allied fields were also developed. (The scope and sequences and course outlines make up the bulk of this report.) (KC)

ED 255 701 CE 041 181

Options for Conducting a Pay Equity Study of Federal Pay and
Classification Systems.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO/GGD-85-37

PUB DATE- 1 Mar 85

NOTE- 107p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877. (1-5 copies free).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adults; Civil Rights Legislation; Compliance (Legal); Court Litigation; Equal Opportunities (Jobs); *Federal Government; Federal Legislation; Females; Futures (of Society); *Government Employees; Government Role; Income; Justice; Males; Nontraditional Occupations; Occupational Information; Policy Formation; Research Design; Research Methodology; Research Problems; Salaries; *Salary Wage Differentials; Sex Discrimination; *Sex Fairness; State Legislation; Wages

IDENTIFIERS- *Comparable Worth

This report discusses ways to determine why female Federal employees earn less than male Federal employees. Two general approaches are discussed: economic analysis and job content. Economic analysis attempts to measure and explain existing wage differentials between men and women using characteristics of individuals, occupations, and the workplace. Such an analysis could indicate the extent to which factors such as education, work experience, and occupation account for wage differences by sex in the Federal Government. The job content approach focuses on the characteristics of jobs in seeking to identify wage disparities. A job content study could provide a measure of the value of various Federal jobs to the government and a corresponding comparison of the present grades or salaries for those jobs. The General Accounting Office (GAO) believes that each approach has merit. Accordingly, in GAO's view, the most comprehensive and effective means through which to conduct a pay equity study at the Federal level would be to include both approaches. (Appendixes to the report include summaries of pay equity studies conducted in various states, legal issues, pay issues in the Federal service systems, and a list of organizations/individuals contacted and participants on panels for the formulation of this report.) (Author/KC)

ED 255 798 CG 018 130

Carsrud, A. L.; And Others

Business Profitability: A Simulation Study of Personalities and Organizational Success.

PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Business Education; College Seniors; Computer Simulation; *Entrepreneurship; Higher Education; Individual Needs; Individual Power; Management Games; *Personality Traits; Reinforcement; Sex Differences; *Success

There is no clearly established link between business success and the personality characteristics of the individual. To investigate the effect of the personalities of potential entrepreneurs/business owners on success, college senior business administration majors (N=152) participated in a business simulation game. Subjects first completed the Work and Family Orientation Inventory to measure achievement motivation, the Extended Personality Attributes Questionnaire to assess stable owner characteristics, and power/influence questionnaires. Subjects then participated in teams of four in the business simulation game for 8 consecutive weeks. Teams competed against one another by developing various business strategies and carrying them out within the computer simulated game. Success was defined as the net profit and capital stock and surplus over eight "quarters" of the game. Regression analyses indicated that multidimensional achievement motivation, need for power and influence, and needs for external reinforcement had complex relations to success at various periods of the game. Results from the initial stages of the game were similar to those reported for survey data of owner/operators of businesses in the field. Differences between the patterns for male and female subjects were found which require additional study both within controlled laboratory settings and in field research with successful male and female entrepreneurs. (NRB)

ED 255 813 CG 018 145

Zweibel, Nancy R.

Analysis of Family Decision-Making in Selection of Alternatives to Institutionalization: A Tool for Service Planners and Providers.

PUB DATE- Nov 84

NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at ..." (150)

DESCRIPTORS- Adult Day Care; *Decision Making; *Family Problems; Human Services; Individual Needs; *Information Needs; Models; *Older Adults; Personal Care Homes; *Program Development; *Social Services

IDENTIFIERS- Caregivers; *Council for Jewish Elderly

Research into the decisionmaking process of families faced with investigating alternatives to institutionalizing frail aged members could yield valuable information for service planners and providers. To analyze the extent to which its original service plan remained responsive to the changing needs of the frail elderly service population, interviews were conduted with 36 family caregivers who contacted the Council for Jewish Elderly (CJE) for planning assistance in selecting alternatives to permanent institutionalization of their frail elderly relatives. Analysis of interview data revealed six alternatives most frequently considered by families: long-term care, companions, supportive congregate housing, counseling, in-home services and independent housing. Companions and supportive congregate housing services were not provided by CJE. The data on barriers to successful attainment of preferred services indicated that one in four families had sought alternatives which they reported were unavailable, and 35.3 percent reported cost as a barrier to services. Over half of the respondents indicated that some option mentioned by the CJE social worker had been unfamiliar to them. Some respondents reported that their elderly relatives had refused at least one option which the caregiver had considered, and some level of conflict between the caregiver and the elder was present in 61.5 percent of the families. In response to these findings, CJE has begun a planning effort to analyze further how the needs for companion and supportive congregate living characterizing the sample, and the population it represented, could best be addressed. (NRB)

ED 255 855 CG 018 187

Horton, Lowell
Adolescent Alcohol Abuse. Fastback Series No. 217.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-217-8
PUB DATE- 85
NOTE- 48p.; This fastback was sponsored by the Ohio State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Alcohol Education; Alcoholism; *Drinking; Family Influence; Peer Influence; Personality Traits; *Prevention; *School Role; *Student Behavior

This booklet examines the problem of alcohol use among American teenagers. The role that alcohol plays in adult society is presented and its potential danger for causing teenage alcohol addiction is considered. A discussion on why some teenagers abuse alcohol focuses on familial, peer, sociocultural, environmental, personality, and behavioral influences. Fourteen specific behaviors and characteristics which may be symptomatic of alcohol or drug abuse in students are identified. The literature and research in the areas of the current legal drinking age controversy, the problem of teenage drinking and driving, and the sometimes lethal result of mixing alcohol and other drugs are reviewed to help educators become better informed about issues impinging directly or indirectly on teenage alcohol use and abuse. Finally, the role of the school in the education, prevention, and treatment of adolescent alcohol use and abuse is considered in view of the many potential individual and societal problems caused by alcohol. (NRB)

ED 255 884 CS 007 999

Putnam, Joyce; Duffy, Gerald G.
The Subtleties and Complexities of Instructional Explanation in Reading: A Case Study of an Expert. Research Series No. 155.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-155
PUB DATE- Dec 84
NOTE- 34p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Expressive Language; Higher Education; *Reading Instruction; Reading Processes; *Teacher Education; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Explanations

A study designed to determine what characterizes effective instructional explanation in reading involved reading instruction, by the researcher, of four reading groups and one child in a third/fourth grade classroom in the fall, and two groups plus one child the remainder of the academic year. The researcher was observed 32 times during the year; field notes were taken and lessons were audio tape recorded and/or video recorded and then transcribed. Answers were sought for the following research questions: (1) What characterizes the research participant's explanations during reading instruction? (2) What characterizes the teacher-student interactions during the research participant's instruction? (3) How were the lessons organized? (4) Is there any evidence regarding the effectiveness of explanation in creating student outcomes? Results of the study have provided rich descriptive data to conceptualize the nature of instructional explanation, including three aspects of instructional explanation that go beyond a simple concept of expository teacher talk. Data revealed no relationship between instruction and student gains, and a disparity between what the research participant did when explaining as a practicing teacher and the way he conceptualized explanation behavior for his methods-course students. The findings suggest that instruction is much more complex than models, opinion, or much of the previous research have indicated, and that theoretical models of instruction have little or no reliability as far as identification of essential and critical variables. (EL)

ED 255 900 CS 008 020

Kozol, Jonathan
Illiterate America.
REPORT NO.- ISBN-0-385-19536-2
PUB DATE- 85
NOTE- 270p.
AVAILABLE FROM- Doubleday & Company, Inc., 245 Park Ave., New York, NY 10167 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Bilingualism; Educational Trends; *Functional Literacy; Futures (of Society); *Illiteracy; Job Skills; Literacy Education; Poverty; Reading Instruction; Social Action; Social Attitudes; *Social Problems

Intended for those involved in American social service and educational communities, this book addresses the widespread problem of illiteracy in the United States and the social consequences of this problem. Following an introduction, the chapters in the first section of the book discuss the growing crisis of illiterate America, specifically, the disenfranchisement of adult nonreaders, the future of their children, and the need for a national response. Chapters in the second section offer a plan to mobilize illiterate America--what can be done to alleviate illiteracy. Chapters in the third section redefine literacy beyond mere utility and discuss why such literacy is necessary. An afterword addresses the prospects for the generation now in public school, and the appendix discusses bilingual literacy. (HTH)

ED 255 930 CS 208 838

Cook, Gillian; And Others

Summary of Questionnaire Results. Sub-Committee on the Status of Supervision of the CEE Commission on Supervision and Curriculum Development.

Conference on English Education, Urbana, IL. Commission on Supervision and Curriculum Development.

PUB DATE- Nov 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Administrators; Curriculum Development; *Educational Research; *English Curriculum; Language Arts; *National Surveys; *Occupational Information

To investigate conditions for and current practices among supervisors of English language arts, a 20-item questionnaire was mailed to 350 language arts supervisors. By the April 1, 1983, deadline date, 96 had returned completed questionnaires. Of these, 62 respondents held positions at the school district level, 29 held positions at the state or provincial level, and 5 held positions in other settings (e.g., regional, Panama Canal Zone, and Virgin Islands). Responses revealed a wide diversity in title of the position, scope of the position, number of schools in the district or state, range of responsibilities, support, and constraints. The most common titles suggested a role oriented more to people and human resources than to management and administration, particularly for district level supervisors. Among the other findings are the following: (1) the position appears to be a midmanagement staff role; (2) lack of time and money are seen as real constraints; (3) state mandates and regulations are viewed as impediments when considered in concert with union regulations and competency testing; (4) the majority of district and state supervisors have experienced an expansion of their roles and responsibilities in the past five years; and (5) district supervisors believe that the major portion of their time should be devoted to inservice and staff development. (HOD)

ED 255 959 CS 504 890

Austin, Bruce A.; Ventura, Paul G.

Crystal Balls and Mirrors: Reflections of Student Views on the Importance of Communication.

PUB DATE- 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Communication Research; *Communication Skills; Education Work Relationship; Employer Attitudes; *Employment Potential; Job Performance; *Job Skills; Job Training; *Occupational Surveys; Perception; Speech Communication; *Student Attitudes

To investigate several questions concerning the perceptions held by undergraduate students enrolled in communication courses, a 32-item questionnaire was first mailed to employers to determine their evaluation of various communication skills. They were instructed to suppose they were to hire a college graduate with special preparation in the following areas: oral and written communication, mass media production and analysis, and organizational dynamics. Next, a 58-item questionnaire was developed for students that paralleled the employers' questionnaire. Students were asked to indicate how important the performance index items were to their own career success. Then they were asked to give their opinion on how employers would feel about the skills listed. Among the findings are the following: (1) students reported that both the ability to perform selected communication skills and the ability to train others in these skills were important to their career success; (2) students did not perceive a difference between their own rating of importance for the communication performance and training functions and how they believed employers would rate the same item; and (3) students rated the importance of their own ability to perform the communication skills as more important than the employers' actual rating of the importance of these skills. (HOD)

ED 255 989 EA 017 426

Taylor, William
The Organization and Funding of Educational Research in England and Wales.
PUB DATE- 85
NOTE- 26p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p42-67. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Educational Research; Financial Support; Foreign Countries; Governance; Private Agencies; *Public Agencies
IDENTIFIERS- *England; *Wales

This chapter characterizes the educational research efforts of England and Wales as unplanned, unsystematic, and in the hands of a wide range of organizations with a variety of forms of funding. The development and activities of the Social Science Research Council, the Ministry of Education's Department of Education and Science, the Schools Council for Curriculum and Examinations, the National Foundation for Educational Research, and a number of independent foundations are reviewed, with particular reference to recent developments. It is noted that the major impact of educational research in England and Wales is in its sensitization of those involved in education to the full scope and true features of the problems affecting education. It is concluded that the framework, resources, and sympathetic political and professional climate necessary for research to prosper are not currently provided. (PGD)

ED 256 019 EA 017 642

Cottrell, Vic

How to Mobilize the Human Resources in Your School District.

Ventures for Excellence, Lincoln, NE.
PUB DATE- Sep 84
NOTE- 11p.; Paper presented at the Annual Meeting of the West Virginia School Boards Association (Snowshoe, WV, September 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; *Developmental Programs; Educational Improvement; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Faculty Development; Faculty Evaluation; *Human Resources; Individual Development; Needs Assessment; *Personnel Evaluation; *Professional Development; School Districts; *School Personnel; Self Evaluation (Individuals); *Staff Development; Teacher Evaluation

As schools primarily use human resources to accomplish their mission of developing the potential of students, their success is contingent upon the quality of the people employed by the schools. Thus, the selection and development of professionals within the schools is the most important responsibility of the school board and superintendent. The first step toward developing an excellent school system involves an indepth assessment of all school district personnel, beginning with the leaders. Assessment involves measuring each individual's sense of purpose, interactive relationships, and methods and strategies for helping others grow. Possible assessment methods include the structured interview, an attitude and behavioral checklist for self-assessment, and a checklist for feedback completed by people in close contact with the person being assessed. Comparison of this assessment information with high ideals of excellence will create awareness of individual needs. Before planning one's growth, however, some basic guidelines must be known. Growth plans must: (1) be individually tailored, (2) focus upon individuals effectively aiding their audience, (3) allow one to change oneself, (4) allow others to change themselves, (5) use creative strategies, (6) involve close contact with caring and competent helpers, (7) have measurable criteria, (8) involve someone else in their assessment, and (9) be monitored frequently. (DCS)

ED 255 758 CE 041 306

Schiamberg, Lawrence B.; And Others
The Ecology of Older Adult Locus of Control, Mindlessness, and Self-Esteem: A Review of Research and Educational Implications.
PUB DATE- 3 Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Adult Counseling; Adult Education; Gerontology; Individual Needs; Individual Power; Intervention; Literature Reviews; *Locus of Control; Nursing Homes; *Older Adults; Personal Autonomy; *Personality Traits; *Psychological Needs; Psychological Studies; Research Utilization; *Self Concept

A review of research literature pertaining to locus of control in older adults and its application to social and educational settings indicates that reliable generalizations about the self-concept of older adults require a careful consideration of both personal and situational variables. Four separate processes are useful in understanding the formation of the self-concept in older adults: self-attribution, reflected appraisal, social comparison, and identification. Research relating personality factors to locus of control suggests that loss of control is often associated with feelings of helplessness and with physical decline and can even lead to learned helplessness. Mindlessness is another attribute frequently associated with age and occurs when cognitive activity is habitually and automatically reduced. Research on cognitive and noncognitive interventions and educational outcomes, although not conclusive, does suggest that intervention with respect to cognitive performance in elderly individuals can be facilitated through training. Forms of therapy that provide adults with some sort of responsibility (such as horticulture or pet therapy) seem effective as well. One area that seems particularly promising is that of gerontological counseling. (MN)

ED 255 772 CE 041 339

Placement Rate Concept. A Feasibility Study for Utilizing the Placement Rate Concept in California Vocational Education to Determine Impacts on Students, Program Outcomes, Program Planning, Program Evaluation, and Program Improvement.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California Occupational Information Coordinating Committee, Sacramento.; California State Dept. of Education, Sacramento.; California State Dept. of Employment Development, Sacramento.
PUB DATE- 30 Oct 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Employment; Evaluation Criteria; *Evaluation Methods; Followup Studies; Graduate Surveys; *Job Placement; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Research Methodology; Research Problems; Secondary Education; State Programs; Vocational Education; *Vocational Followup
IDENTIFIERS- California; *Placement Rate

This report on the feasibility of the placement rate concept contains a body of knowledge about the limitations and uses of the placement rate concept for comparing and assessing vocational and job training programs offered by different program providers in California. The report is divided into three parts. Part I, the executive summary, is intended to stand alone in presenting major research questions, key findings and conclusions, and recommendations. Four figures are presented in part I. These figures explain (1) the definitional and operational limitations of the placement rate concept as a means of comparing program performance; (2) the technical limits of state-level data systems as a means of comparing placement rates among the seven program providers included in this study; (3) six components of a comprehensive student followup system; and (4) a conceptual model for viewing three types of student impacts and program outcomes of vocational education and job training programs. Part II of the report contains technical information, organized in four sections. The first section explains the project objectives, procedures, and major findings. The second section deals with the four criteria used to determine the feasibility of the placement rate concept, while the third section contains major findings and conclusions related to the criteria. The final section explores uses of and alternatives to the placement rate concept for program planning and evaluation. Part III of the report contains appendix materials, including names of those interviewed, the survey instrument, and a glossary. (KC)

ED 255 841 CG 018 173

Lowery, Carol R.

Decisions about Child Custody: A Comparison of Traditional and Nontraditional Outcome.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
GRANT- DAR-8011003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Custody; Child Rearing; *Criteria; *Decision Making; Divorce; Family Financial Resources; Life Style; Parent Child Relationship; Parenting Skills; *Parent Responsibility; Spouses; Values
IDENTIFIERS- *Joint Custody

Little research has examined the process by which parents decide about the custody of their children during divorce. Data were obtained from divorcing couples with minor children: 40 couples had decided that sole custody would go to the mother (traditional); 7 couples had decided on joint custody, and 1 couple had decided on split custody (nontraditional). Subjects participated in structured interviews and completed questionnaires regarding the nature and importance of the criteria that had influenced their custody decisions. Demographic information about the couples submitted to a one-way analysis of variance by custody type revealed no significant differences between the groups in age, education, number of children, and income while married. More often in nontraditional custody decisions, the wife was more interested in obtaining the divorce than the husband and the post-divorce financial resources were greater. The results on decision-making suggested that couples choosing different custody arrangements used slightly different criteria. Parents who decided on traditional mother custody were most concerned about parental responsibility, the quality of the parent-child relationship, the emotional stability of the parent, the parent's desire for custody, and parenting skills. Parents who decided on nontraditional custody arrangements gave less emphasis to responsibility functions and more emphasis to the importance of parent's values and lifestyle being suited to childrearing. (NRB)

ED 255 944　　　　　　　　　　　　CS 208 906

Austin, Bruce A.
Cinema Screen Advertising: An Old Technology with New Promise for Consumer Marketing.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Audience Analysis; *Commercial Art; *Films; Journalism; *Media Research; *Merchandising; Research Needs; Technological Advancement
IDENTIFIERS- *Audience Response

Few individuals think of the theatrically exhibited motion picture as supported by advertising like other major forms of mass communications. Cinema screen advertising can be defined as the presentation of individual advertising messages on movie theatre screens in a distinct and discrete fashion. Screenvision ads run prior to the start of each feature film and promote such products as automobiles, videogames and home computers, fashions, beer and soft drinks, travel, cameras, and film. While relatively scarce until recently in the United States, cinema advertising has long been a part of the European cinema experience. Although there is a dearth of movie audience research, the data suggest that cinema advertising does not significantly deter or inhibit attendance, nor do the ads appear to be especially aversive to a significant segment of the audience. The theatrical environment itself offers numerous unique advantages that should further increase its attractiveness as an advertising medium. The absolute size of the visual is larger than for any other moving image medium. In addition, it offers a more powerful, higher fidelity sound system than TV with stereo. The impact of new technologies may very well make the concept of cinema screen advertising even more attractive. (HOD)

ED 255 974 CS 504 922

Kendall, Kathleen Edgerton
Do Real People Ever Give Speeches?
PUB DATE- 3 May 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Higher Education; Persuasive Discourse; *Public Speaking; Speech Communication; *Speeches

A study investigated the speaking habits of the general public from the Albany, Schenectady, and Troy (New York) area in the spring and fall of 1984. Student interviewers completed interviews with 478 residents 18 years or older to find out how many times the respondent had given speeches in the past two years and under what circumstances. The results show that (1) between 55% and 63% of the subjects gave at least one speech to ten or more people, with 71% of these speakers giving at least four speeches during that time; (2) people are most likely to give job-related speeches with a mixed (informative and persuasive) intent; and (3) people with more education and income give speeches the most frequently. (EL)

ED 256 005 EA 017 442

Skilbeck, Malcolm
Curriculum Development--From RDD to RED. Review, Evaluate, Develop.
PUB DATE- 85
NOTE- 26p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p251-76. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Curriculum Development; Educational History, Educational Improvement; *Educational Research; Foreign Countries; Models; Participation; *Research and Development; Research and Development Centers; Research Problems; Research Utilization; Teamwork
IDENTIFIERS- *Research Trends; Schools Council (England); United Kingdom

The changing role of research in curriculum development since the late 1950's is reviewed. Factors are discussed that have affected the prevailing attitudes toward research and its value, including its role in fields other than education and the mixed success with which various research and development models have met in education. Particular emphasis is placed on the widespread acceptance of the research-development-diffusion model and its practical limitations, and on attempts to revise or replace the model with others which take greater cognizance of the practitioner's role in effective curriculum development. The educational research and development activities of the Schools Council of the United Kingdom and other research centers around the world supply examples of shifts and trends in research policies. The study examines the shift in scale of research and of programs based on research findings, the adoption of the team approach to curriculum development, and the ambiguities of the school improvement movement. Conclusions lead to the advocacy of the application of a new research-evaluation-development model, less linear and more open-ended than the earlier model, that maintains the essential value of research. (PGD)

ED 255 675 CE 041 143

Hull, Daniel M.; Lovett, James E.
Task Analysis and Descriptions of Required Job Competencies for Robotics/Automated Systems Technicians. Final Report. Volume 2. Curriculum Planning Guide.
Center for Occupational Research and Development, Inc., Waco, Tex.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 73p.; For related documents, see CE 041 139-142.
CONTRACT- 300-83-0122
AVAILABLE FROM- Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Automation; Core Curriculum; Course Descriptions; *Curriculum Development; *Electromechanical Technology; Guides; *Job Analysis; Job Skills; Labor Needs; Learning Modules; *Manufacturing; Models; Occupational Information; Postsecondary Education; Program Development; Program Implementation; *Robotics; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Computer Assisted Manufacturing

This volume of the final report for the Robotics/Automated Systems Technician (RAST) curriculum project is a curriculum planning guide intended for school administrators, faculty, and student counselors/advisors. It includes step-by-step procedures to help institutions evaluate their community's needs and their capabilities to meet these needs in the area of RAST training. Chapter I describes robotics/automated systems technology. Brief explanations of the components of robots and automated systems are provided. The special capabilities distinguishing these systems from traditional manufacturing equipment are listed and described. Current applications are catalogued briefly. Chapter II provides information about the expected future demand for RASTs and recommendations for conducting local and regional needs surveys. Chapter III provides a job description and task analysis for the RAST. Chapter IV describes the rationale, structure, and content of a recommended RAST training program. The core curriculum approach is explained and the national model for a RAST curriculum is described. Course descriptions, outlines, and a suggested sequence are included. Recommendations and information regarding program planning and implementation are contained in chapter V. Facilities and equipment, staffing, costs, and entrance guidelines are considered. Appendixes include specialty course outlines and a listing of textbooks and references. (YLB)

Markowicz, Arlene, Ed.; And Others
Moving Disabled People into the Workforce.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Employment and Training Administration (DOL),
Washington, D.C.
PUB DATE- 85
NOTE- 76p.
GRANT- 99-4-454-98-327-02
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW,
Washington, DC 20005 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Annotated Bibliographies; Career Counseling; Career Education; *Disabilities; Employment; Federal Legislation; Federal Programs; *Job Development; *Job Placement; *Job Training; Postsecondary Education; Program Descriptions; *Vocational Education; *Vocational Rehabilitation; Youth
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982

This issue focuses on helping disabled individuals to find and keep jobs. An overview discusses the corporate response to employment of the disabled, partnerships between industry and rehabilitation, serving disabled persons under the Job Training Partnership Act, and educating students with disabilities. Eleven "Bulletins" offer descriptions of programs to provide job development, counseling, job placement, job training, and retraining for disabled individuals. Each bulletin contains these types of information: operators, summary, results, time span, funding, outline of activities, followup, progress, problems, hints for success, products/publications, and contact. Almost 30 references in the annotated bibliography provide additional sources of information on creating private sector placement opportunities for the disabled. Materials describe marketing strategies, working programs, funding sources, technological aids, and linkage strategies. A review of two books also focuses on marketing. The final section with background materials offers detailed information on the provisions for serving handicapped individuals under the Vocational Education Act and a "WorkAmerica" reprint. (YLB)

ED 255 716 CE 041 210

Vocational Assessment Instruments Reference Guide. A Review of Interest, Aptitude & Pre-Employment/Job Readiness Tests.

New York State Div. for Youth, Albany.

PUB DATE- 85

NOTE- 250p.; Funded by a grant from the New York State Job Training Partnership Council. Printed in colored type on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Aptitude Tests; Employment Potential; Evaluation Criteria; Guidelines; *Interest Inventories; *Student Evaluation; Test Format; Test Items; Test Length; Test Reliability; *Test Selection; Test Validity; Vocational Aptitude; *Vocational Evaluation; Vocational Interests; Work Sample Tests

IDENTIFIERS- *Job Training Partnership Act 1982

This guide is designed to serve as a reference to assist providers of Job Training Partnership Act-funded programs in selecting appropriate interest, aptitude, and pre-employment and job readiness tests. Descriptions of 53 interest tests, 38 aptitude tests, and 37 pre-employment and job readiness tests are provided. Each description contains information pertaining to some or all of the following: year of publication, target population, reading level, scoring procedures, time required to use the instrument, instrument format, measurement scales, comments from technical reviews, and data concerning test validity and reliability. A list of publishers' addresses and a bibliography conclude the guide. (MN)

Technological Literacy: What Industry Can Offer. Ideas for Action in Education and Work.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 9p.; For a related document, see CE 041 256.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Cooperative Education; *Cooperative Programs; Education Work Relationship; Industry; *Inservice Teacher Education; Job Skills; Policy Formation; Postsecondary Education; *School Business Relationship; Secondary Education; *Technical Assistance; *Technological Advancement; *Technological Literacy; Vocational Education; Work Experience
IDENTIFIERS- *Corporate Support

This report represents actual business and industry practices to support schools as reported by business and industry representatives, teachers, state and local administrators, and professional and trade organizations. These efforts are divided into (1) direct services to students, (2) skill enrichment for teachers, (3) contributions, and (4) policy development. Each practice is briefly described. These types of direct services to students are discussed: visitations to trade shows; onsite use of equipment; tutors; job shadowing; loaned personnel; student work experience/cooperative education; hosting classes; field trips, tours, visits; career days, tele/video communications; display/mobile units; sponsorship of events; and youth organizations. These types of skill enrichment for teachers are described: trade missions, internships, inservice classes, and open enrollment in industry classes. Contributions include donated equipment, financial support, awards for excellence, hidden support, and materials and software. These forms of policy development are covered: advisory committees, technical assistance, and job market analysis. Ways in which schools can provide services to local business and industry in return for private sector help are then described, including instruction in school or work site, use of school facilities/resources, subcontracts and sales of products and services, and management assistance. Print and equipment resources and resource organizations are listed. (YLB)

ED 255 786 CG 018 118

Berndt, Thomas J.; Hawkins, Jacquelyn A.
The Effects of Friendships on Students' Adjustment after the Transition to Junior High School.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Coping; *Friendship; Grade 7; Junior High Schools; *Junior High School Students; Peer Relationship; *School Attitudes; *Self Esteem; Self Evaluation (Individuals); Social Development; *Student Adjustment; Student Attitudes

The transition to junior high school can be a positive step toward increasing maturity, and a stressful period of adaptation as well. To investigate the contribution of friendships to children's adjustment after the transition to junior high school, students (N=101) from four elementary schools were tested during the spring of sixth grade, in the fall of seventh grade at the junior high school, and in the spring of seventh grade. Measures of adjustment, self-esteem, school attitudes, and friendships were obtained from structured questionnaires, individual interviews, teacher ratings, and school records. Scores on the Perceived Competence Scale, social self-esteem subscale, decreased significantly after the transition to junior high school, and did not increase between fall and spring of seventh grade. Attitudes toward school as measured by the Classroom Environment Scale also decreased during the transition and did not improve in later testing. Student responses to open-ended questions about their feelings toward junior high improved from spring of sixth grade to fall of seventh grade. Although students reported fewer close friendships after the transition than before, the quality of student friendships seemed to increase after the transition. There were no significant correlations between friendship stability and the measures of adjustment, but there were significant correlations between measures of friends' contact and closeness and measures of adjustment. The findings suggest that the formation of close friendships during the early part of seventh grade could contribute to students' adjustment. Thirteen references are listed. (NRB)

ED 255 827 CG 018 159

O'Connor, Roderick; And Others
New Directions in Youth Services: Experiences with State-Level Coordination.
SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Mar 84
NOTE- 175p.
GRANT- J-JSIA-0006-82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Case Studies; *Child Welfare; *Coordination; Human Services; State Government; *State Programs; *Youth Programs
IDENTIFIERS- Alabama; Maryland; New York; North Carolina

Although the belief is strong in human service organizations that services should be coordinated to permit the resolution of the client's total problems, there is no consensus on what works best. To provide federal and state agency planners with information about research, trends, and issues in coordinating youth services at the state level, a three-phase research study was undertaken. First, coordination literature was reviewed and analyzed to extract key principles about the nature and success of coordination mechanisms. Second, a national survey of states (phone and mail) was conducted to identify and examine state level coordination of youth services and juvenile delinquency programs. Third, case studies were prepared on four states' efforts (New York, North Carolina, Alabama, and Maryland) to coordinate services in order to capture key elements of past experience that could guide future thinking and practice. Chapters 2-5 of this report detail the findings of these research efforts. Thirteen data tables are included to summarize the findings of the literature review and the state survey. The case studies describe the development, organizational structure, specific services, coordination mechanisms, and current issues and future plans for each of the four states. The three appendices provide the state-level survey questionnaire, a list of survey respondents with addresses, and a list of those who contributed to the case studies. (MCF)

ED 255 870 CS 007 983

Shearer, Arleen P.

A Psycholinguistic Comparison Using Cloze and Oral Miscue Analysis of Good and Poor Readers.

PUB DATE- 79

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Aptitude; Age Differences; *Cloze Procedure; *Comparative Analysis; Context Clues; Elementary Education; Error Analysis (Language); Error Patterns; Grade 2; Grade 4; Language Usage; *Miscue Analysis; *Oral Reading; Phoneme Grapheme Correspondence; Predictive Validity; *Psycholinguistics; *Reading Research

Second grade good readers (N=46) and fourth grade good and poor readers (N=46; N=48) were subjects in a study that examined linguistic cue usage by good and poor readers in a Southern metropolitan area. A secondary purpose was to compare the standard and phoneme cloze procedures with oral miscue analysis. The subjects were identified as good or poor readers on the basis of their percentile scores on the Comprehensive Test of Basic Skills and a teacher rating scale, and then randomly assigned to one of three test forms: intact for the oral analysis, standard cloze, and phoneme cloze using a fifth-word deletion pattern that included the first phoneme of the deleted word. Responses were scored on their semantic and syntactic appropriateness. Oral reading errors were also analyzed on their graphic similarity to the text word. The two principle findings of this study were that (1) the syntactic and nonsense error linguistic variables discriminated between good and poor fourth grade readers, and (2) the phoneme and standard cloze procedures were not as effective as oral reading miscue in predicting group membership, with fourth grade readers using the syntactic and nonsense variables as the discriminant dimensions. The second grade readers were significantly different from both fourth grade groups on the percentage of synonym errors, but the two fourth grade groups were not significantly different from each other. (HOD)

ED 255 901 CS 008 021

Carr, Thomas H., Ed.
The Development of Reading Skills. New Directions for Child Development, Series Number 27.
REPORT NO.- ISBN-87589-794-0
PUB DATE- Mar 85
NOTE- 135p.; Paperback sourcebook in the Jossey-Bass Social and Behavioral Sciences Series.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95, single copy, prepaid; for billed orders, add postage and handling; bulk orders are available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Processes; Comprehension; Discourse Analysis; Elementary Education; *Language Acquisition; *Learning Theories; Reading Instruction; *Reading Processes; Reading Readiness; Reading Research; *Reading Skills; Second Language Learning; Teaching Methods
IDENTIFIERS- *Theory Practice Relationship

Focusing on how children learn to read in a language they have previously only spoken, this book illustrates the skill theory of reading development, which encompasses both new perceptual processes and modified but familiar integrative cognitive processes of language comprehension. The chapters discuss the following aspects of learning to read: (1) phonemic analysis, spelling, and reading; (2) literacy background and reading development in a second language; (3) knowing words and understanding texts; (4) discourse structure and mental models; (5) the impact of classroom activities on beginning reading development; (6) using component skills analysis to integrate findings on reading development; and (7) bridging the gap between theory and practice in reading. The final chapter lists several journals that publish high quality research on reading and a number of books that provide systematic introduction to the area of reading. (HTH)

ED 255 916 CS 208 789

Black, Janet K.; And Others

Teachers Teach Their Teachers: Implications for Facilitating Professional Growth.

PUB DATE- Apr 84
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984). Funding provided by a Faculty Research Grant from North Texas State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coherence; Higher Education; *Inservice Teacher Education; Summer Programs; Teacher Education Programs; Teacher Educators; *Teacher Improvement; Teacher Workshops; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills

A southwestern university sponsored a two-week, half-day summer institute designed to help teachers become aware of recent writing research and implement writing within their classrooms based on the research findings. During the first week, teachers were encouraged to pay more attention to the communication perspective with less attention on evaluating the form of writing. The second week, instruction covered many topics relating to writing development at all grade levels. From a followup questionnaire, six teachers were selected for study over a period of time. Findings show that these teachers changed their approach to writing evaluation and implemented the ideas from the writing institute. Emerging trends show the differences in the amount of implementation, the satisfaction in using the new approach, the frustration at not being able to implement the approach enough, and the obstacles to implementation. Implications for teacher educators include the need to acknowledge the reality of the classroom, the varying personal styles of teachers, the differences in school settings, the guilt teacher educators create, the importance of continuous support for classroom teachers' efforts, and the time spent and effort exerted by good teachers. The resulting implications for teacher education are that teachers should learn about the need to provide opportunities to discover the power of children's learning, to understand the diverse expectations of others, to be aware of the influence of personal circumstances, and to learn the importance of professional growth and development. (EL)

ED 255 636 CE 040 872

Smith, Ester Gottlieb; Holt, Nancy
State of the Art Review of Vocational Education Evaluation: State Evaluation Procedures and Practices.
CRC Education and Human Development Inc., Belmont, Mass.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jan 79
NOTE- 54p.
CONTRACT- 400-78-0025
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compliance (Legal); Evaluation Criteria; Evaluation Methods; *Federal Legislation; Federal Regulation; Federal State Relationship; Followup Studies; Outcomes of Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Research Problems; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Vocational Education Amendments 1976

This report examines current state practices and procedures for assessing vocational education programs in light of the evaluation requirements of the 1976 Vocational Education Act Amendments. The report is based on information obtained through personal and telephone interviews with vocational education administrative personnel in the states, along with a review of data collection forms and evaluation guidelines. The survey found that there were many problems in the states, such as the following: (1) insufficient funds to conduct or monitor evaluations; (2) insufficient staff who are trained in evaluation and data analysis to design and use evaluation procedures; (3) lack of access to information processing facilities; (4) lack of clarity about the intent of the law; and (5) inaccuracy in reporting, resulting in an incorrect assessment of program operations. The study found that, in general, states have been more concerned with the issue of compliance--having some evaluation procedures in place for use in 1978-79--than with the development of a comprehensive and sound evaluation system. The study also found that of the three evaluation components in the regulations, states' efforts have largely centered on the development or revision of the program review and follow-up components, while little effort has been expended in the area of student achievement. Finally, the study concluded that, although the vocational evaluation state-of-practice has considerably revived as a result of the 1976 Amendments, it is in a transitory state and needs further efforts. (KC)

Walton, James M.

Development of Chemical Analysis Training Programs for Fisheries Technicians Utilizing an Interactive Microcomputer Videotape System. Final Report.

Peninsula Coll., Port Angeles, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- 31 Dec 84

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Chemical Analysis; College Programs; Computer Assisted Instruction; Computer Oriented Programs; Computer Software; Film Production; *Fisheries; Instructional Materials; *Material Development; Microcomputers; *Programed Instructional Materials; Two Year Colleges; Video Equipment; *Videotape Recordings; *Water Quality

A project was conducted to develop a series of interactive microcomputer-controlled videotape training programs in chemical analysis of water quality for the fisheries technician program at Peninsula College (Washington). Improved color video equipment was obtained during the year for development of the training films. Interactive instruction and testing for each training film was developed using a random-access videotape recorder controlled by an Apple IIe microcomputer. Software developed by BCD Associates was purchased for computer program development. Software updates received from BCD late in the year improved the quality of the interaction and program development. Through these activities, eight video training films in chemical analysis of water quality were prepared, and instruction and testing were developed for these training films using a microcomputer and random-access videotape recorder. The expertise gained in this project will be used to develop more interactive video instruction to encompass all chemical tests performed in the fisheries program. (A description of each of the eight videotapes is included in the report.) (KC)

ED 255 702 CE 041 183

Ocean County Vocational-Technical School's Model for Gifted and Talented Entrepreneurship Training Program, 1983-84. Final Report.

Ocean County Vocational Technical School, Toms River, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 84

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Business Administration; Business Education; *Entrepreneurship; Evaluation Criteria; *Gifted; High Schools; Models; Program Development; Program Implementation; Secondary Education; *Small Businesses; Student Attitudes; *Talent; *Talent Identification; *Vocational Education

A model was developed for a program that would meet the needs of vocational gifted and talented students while training an important member of the economic community--the entrepreneur. Research material concerning the identification and selection of gifted and talented students was reviewed, and criteria were developed for nomination of candidates for placement in the program. Appropriate instructional materials to introduce entrepreneurship skills to gifted and talented students were developed and located. Fifteen weekly meetings were scheduled, and a variety of instructional methods were used to present the entrepreneurship skills--how to open and manage a small business. Pretests and posttests were administered to treatment and control groups. Findings indicated that the program produced statistically significant achievement gains. Participating students found the program interesting, informative, and enjoyable. The most significant result of the program was development of criteria for identifying and selecting vocational gifted and talented students. (Appendixes, amounting to over two-thirds of the report, include instructor nomination form; student survey for candidate selection; candidate scoring criteria; core text with contents, overview, and goals; topical course outline; pretest/posttest with answer key; sample student handout; pretest/posttest results; and student evaluation of course.) (YLB)

ED 255 743 CE 041 281

Burley, Richard C.
LRPSI Staff Development Actitivies. Final Report.
Lancaster County Vocational-Technical Schools, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 15 Apr 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Courseware; Diagnostic Teaching; Diagnostic Tests; Inservice Teacher Education; Long Range Planning; *Program Improvement; Remedial Instruction; *Remedial Mathematics; *Safety Education; Secondary Education; *Self Esteem; *Vocational Education

Activities were undertaken to help correct deficiencies identified in the Long Range Planning and School Improvement (LRPSI) Project in Lancaster County, Pennsylvania. Diagnostic tests were administered to 800 vocational students to identify those with critical mathematics deficiencies. All instructors were taught interpretation techniques and provided resources for remediation. Twenty-three vocational shops used related mathematics text material to help students improve performance. Over 50 students with identified mathematics deficiencies were helped with the utilization of computers and remedial software. Student safety deficiencies were addressed by introducing extensive audiovisual material into regular vocational safety classes. The increased emphasis on safety instruction also included the formation of safety committees with extensive student involvement. Improving student self-esteem was accomplished by acknowledging student achievement through publication of the vocational honor roll and youth organization publicity. (Supplementary materials include the Long Range Planning Strategy, a list of the computer software used, a list of mathematics books, and computer operating instructions for staff.) (YLB)

ED 255 799 CG 018 131

Drummond, Robert J.

The Impact of Reality Therapy on the Attitudes and Practices of the Staff of the Maine Youth Center. Summative Evaluation Report.

SPONS. AGENCY- Maine Univ., Orono. Coll. of Education.
PUB DATE- 84
NOTE- 98p.; For related evaluation reports, see ED 223 920, ED 223 941, and ED 228 561-562.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; Correctional Education; Correctional Institutions; Counseling Techniques; Evaluation Methods; Inservice Education; *Participant Satisfaction; Professional Development; *Program Attitudes; *Program Effectiveness; Program Evaluation; Teacher Attitudes
IDENTIFIERS- *Maine Youth Center; *Reality Therapy

The impact of Reality Therapy over time on the Maine Youth Center, and staff perceptions of Reality Therapy are discussed in this evaluative report. The distribution of staff members participating in the evaluation by job category, age range, length of employment, educational level, and sex is given. The administration to staff members of the Reality Therapy Activities Scale, the Reality Therapy Attitudes Scale, and open-ended questions about the use of Reality Therapy at the center at four time intervals between January 1980 and January 1982 is explained. The survey results are reported in six areas: attitudes toward Reality Therapy over time, utilization of Reality Therapy, current utilization and success, attitudes toward Reality Therapy by job classification, personal evaluation of Reality Therapy, and perceived impact of Reality Therapy on the Maine Youth Center. Positive and negative features of Reality Therapy as perceived by the staff are presented and the unexpected impact of Reality Therapy is discussed. Results are summarized and factors limiting the use of Reality Therapy at the youth center are discussed. Thirteen recommendations are listed concerning professional development in Reality Therapy techniques, inservice training, and assessment procedures. Twenty-seven data tables and an appendix providing sample statements made by the staff during the evaluation are included. (NRB)

ED 255 814 CG 018 146

Lew, Marvin; Mesch, Debra

Isolated Students in Secondary Schools: Cooperative Group Contingencies and Social Skills Training.

PUB DATE- Aug 84

NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Behavior Modification; *Contingency Management; Cooperation; *Group Experience; Intermediate Grades; *Interpersonal Competence; *Peer Influence; *Skill Development; Social Isolation; Student Problems

Group contingencies is a technology for using peers to influence behavioral change through contingencies; the use of contingent interdependent group rewards for specific group behaviors has been of interest to behavioral researchers. To sort out the effects on quiz scores and peer social interaction (PSI) of group contingencies based on academic achievement (an academic contingency) and on social group process performance (a social contingency), two studies were implemented for 7 months in an eighth grade English class and a sixth grade reading class. The academic (group) contingency, based on individually accountable task achievement, was investigated using a Baseline 1, Task Interdependence, Social Contingency 1, Package (both social and academic group contingency), Social Contingency 2, Baseline 2, Postchecks reversal design, and both no treatment and no contingency control groups. Two students were targeted who were both academically deficient and socially isolated from their peers. Results suggested quiz scores were highest when both social and academic (package) contingency was in effect. PSI for the isolated students improved with each additional contingency, peaked in the Package condition, and was maintained at 6-week followup. In the second experiment, social (group) contingency baseed upon individually accountable demonstration of group process skills was examined as each student in a group session was required to demonstrate specififed social skills. This experiment was evaluated using a Baseline 1, Task Interdependence, Academic Contingency 1, Package, Academic Contingency 2, Baseline 2, Postchecks reversal design and targeted four students who were socially isolated from their peers and/or disruptive in class. The results indicated that not a single intervention improved quiz scores for all students. PSI improved for all students in the no contingencies and the package conditions. There was particularly strong maintenance of improved social functioning at followup. Support was found for the use of group contingencies in improving both academic and social functioning and the Package (both social and academic group contingencies condition) was found to be the most powerful intervention in improving academic and social functioning. (Author/NRB)

ED 255 856 CG 018 188

Child Sexual Abuse Victims in the Courts. Hearings before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session on Oversight Hearings to Consider the Testimony of Children in Sexual Abuse Cases (May 2 and 22, 1984). Serial No. J-98-119.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-98-1207

PUB DATE- May 84

NOTE- 204p.; Portions of the document may be marginally legible because of small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Abuse; Child Custody; Children; *Child Role; *Court Litigation; Family Problems; Hearings; Incest; Legal Responsibility; Parent Child Relationship; Parent Role; *Sexual Abuse

IDENTIFIERS- Congress 98th; *Witnesses

This document provides witnesses' testimony and prepared statements from two sessions of the Congressional hearing called to examine allegations of sexual abuse of children by parents or stepparents, and the problems associated with children's court testimony in criminal sexual abuse cases. Testimony from the first session includes statements from two women whose children had been sexually abused by their noncustodial fathers during visitation periods, the attorney of one of these women, a California Superior Court judge, and a California Deputy District Attorney involved in the legal aspects of child sexual abuse cases. Testimony in the second session is focused on children's court testimony about being sexually abused. The issues of children's competency to testify, difficulties faced by children who testify, and media access to child abuse trials are explored. Testimony is presented from three people involved in the Mannatten Beach, California case in which preschoolers allegedly were sexually abused; a young girl who has testified in court, and her mother; a man whose stepdaughter was sexually abused by her natural father; a psychologist and legal expert in the field; and the director of Child Protection at Children's Hospital in Washington, D.C. Additional statements and views are included in the appendix. (NRB)

ED 255 885 CS 008 000

Gambrell, Linda B., Ed.; McLaughlin, Elaine M., Ed.
New Directions in Reading: Research and Practice. 1985 Yearbook of the State of Maryland International Reading Association.
International Reading Association. Maryland Council.
PUB DATE- 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Bibliotherapy; Childrens Literature; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Integrated Activities; Picture Books; Reader Response; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Research, Student Motivation; Teacher Role; Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- *Reading Writing Relationship; *Theory Practice Relationship

Articles in this yearbook focus on reading and technology, teaching techniques, children's literature, and the reading/writing relationship. The 11 articles discuss the following: (1) computers and reading instruction, (2) using closed-captioned television in the classroom, (3) imagery training and the reading comprehension of below average readers, (4) a reading wheel of response cues for comprehension, (5) a practical strategy for assisting students to answer comprehension questions, (6) the use of signing as a reinforcement of sight vocabulary in primary grades, (7) a comparison of poor readers' preferences of prereading motivational activities and teacher practices, (8) discovering picture books with intermediate grade children, (9) facilitating bibliotherapy through the use of response guides, (10) the roots of reading and writing, and (11) reading and writing theory into practice. (HTH)

ED 255 931 CS 208 840

Ward, Jay A.
Speaking, Writing, and the Making of Meaning.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coherence; Communication (Thought Transfer); Oral Language; *Speech Communication; Speech Skills; *Verbal Communication; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills; Written Language
IDENTIFIERS- *Speaking Writing Relationship

By investigating the similarities and differences between speech and writing, teachers can help students mature as writers. The difference between speech and writing in conveying meaning is explained by the degree of context dependence of the utterance or passage. Speech is highly context-dependent because a speaker depends on a listener to assist in filling in meaning while writing must provide its own context, audience, and explicit meaning. Writing problems may reflect a student's effort to apply inappropriate oral language habits to writing. The writing instructor's task is to move students from the high context-dependence of speech to the relative context-independence of writing. Because of the differences between speech and writing, some inferences can be made to help students achieve context-independence in their writing. Instructors should (1) see speaking and writing as developmentally and functionally complementary, (2) devote time to requesting clarification or elaboration of ideas, (3) provide inexperienced writers with activities in which the form and function of speech and writing are made as similar as possible, (4) recognize that making meaning is more important and should precede developing grammatical context, and (5) realize that some qualities desirable in speech, such as consistency in voice and tone, are desirable in writing. (EL)

ED 255 960 CS 504 894

Cooper, Pamela J.

Oral Communication across the Curriculum: Teaching Oral Communication in the English Classroom.

PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Communication Skills; *Curriculum Design; *English Curriculum; *Integrated Curriculum; *Learning Activities; *Models; Program Implementation; Secondary Education; *Speech Communication; Teacher Role

One curriculum design model for integrating oral communication in the English classroom consists of three components: communication contexts, communication functions, and communication skills. The model provides a perspective through which appropriate communication curricula and activities can be developed for students of all ability levels, involving students in learning basic oral communication skills and providing them with a repertoire of exeriences in a variety of contexts. The model can be viewed as a cube in which each of the portions or "cells" of the cube represents a number of possible communication activities that can be developed. Role playing, children's literature, symposiums, interviews, debates, films, storytelling, creative dramatics, and reading aloud can all be used to integrate oral communication skills into the English curriculum. Of course, the most important element [illegible] implementing the program is the need to develop a communication environment in the classroom. Among the teacher competencies that can help to create such a supportive environment are (1) positive self-concept, (2) self-disclosure, (3) descriptiveness, (4) owning feelings, (5) empathy, (6) listening, (7) response styles, and (8) behavioral flexibility. (A figure of the model is appended.) (HOD)

Freiberg, Kevin L.; Hellweg, Susan A.

Chief Executive Officer Power Message Types as a Function of Organizational Target Types.

PUB DATE- May 85
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Communication Research; *Interpersonal Communication; *Leadership Styles; *Organizational Communication; *Power Structure; Situational Tests; Speech Communication

To explore the specific types of power that emerge in the communication messages chief executive officers (CEOs) use when interacting with others--particularly superiors, peers, and subordinates--15 CEOs were asked to respond to three hypothetical situations. During 60-minute tape-recorded interviews, they were asked what they would say to influence other members of the organization to agree with their view. They were aked to respond to the situation in terms of what they would say and not what they would do. The interviews were then submitted to coders to be subdivided and classified according to power types. Results indicated that coercive, expert, legitimate, and referent power were used by the CEOs quite evenly, while reward power was used significantly less than the other forms of power. CEOs used more expert power and less legitimate power when communicating upwardly/horizontally than referent and coercive power. Conversely, CEOs used more legitimate power and less expert power than coercive and referent power when communicating downwardly. (Author/HOD)

ED 255 990 EA 017 427

Musgrave, Peter W.
Research and Development in Australia since the 1960s.
PUB DATE- 85
NOTE- 11p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p68-78. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Agency Role; *Educational Research; Federal Government; *Federal Programs; Financial Support; Foreign Countries; *Government Role; Public Agencies
IDENTIFIERS- *Australia

The organization and funding of educational research in Australia since 1970 has been significantly affected by shifts in the control of the federal government from one political party to another and back. No central policy or focus for educational research existed in Australia until 1970, when the conservative government founded the Australian Advisory Committee for Research and Development in Education (AACRDE). By the time the Labor Party took over the government in 1972, this committee was just beginning to have a unifying impact. The Labor government provided a huge increase in funds and established new governmental agencies concerned with educational research, but began to cut back by 1975. At that point the conservatives again returned to dominance, reducing funding severely and eliminating the AACRDE's latest incarnation, the Education Research and Development Committee. This chapter reviews the purposes and activities of the governments and the agencies they created, altered, or disbanded between 1970 and 1983. (PGD)

ED 255 662 CE 041 120

Protecting Our Own. Community Child Passenger Safety Programs.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-806-706
PUB DATE- Mar 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Child Advocacy; Community Cooperation; *Community Programs; Driver Education; Motor Vehicles; Parent Education; Program Development; Program Implementation; *Safety Education; *Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Child Restraints (Vehicle Safety); Safety Equipment

This manual provides information on implementing a local child passenger safety program. It covers understanding the problems and solutions; deciding what can be done; planning and carrying out a project; providing adequate, accurate, and current technical information; and reaching additional sources of information. Chapter 1 provides community program ideas by describing what some people can do within their particular spheres of interest. Focus is on law enforcement personnel, health career providers, business community, educators, and civic groups. Chapter 2 provides guidelines for designing, planning, and conducting a program. Topics include exploring the local problem, getting together, training, developing the project, funding, publicity, evaluation, observation surveys of child restraint use, and safety seat loan programs. Chapter 3 offers the success stories of three child passenger safety advocacy groups, and chapter 4 describes what passenger safety advocates need to know about protecting children. This chapter covers how restraint systems protect people, safety standards for car safety seats, sources of safety seats, choosing and using car seats, demonstrating correct use, parents' questions, and when children ride with others. Appendixes include listings of print and media resources, information sources, and a glossary. (YLB)

ED 255 717 CE 041 211

Competency-Based Instruction. A Guide in Developing Youth Employment Competencies.

New York State Div. for Youth, Albany.

PUB DATE- 84

NOTE- 71p.; Council. Printed in colored type on colored paper. Council. Not available in paper copy due to colored type and pap r.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Annotated Bibliographies; *Competency Based Education; Cooperative Planning; *Curriculum Development; Educational Cooperation; *Evaluation Criteria; *Evaluation Methods; Followup Studies; Glossaries; Guidelines; Job Skills; Labor Market; Performance Tests; *Student Evaluation; Test Selection; Vocational Education; *Vocational Evaluation; Work Sample Tests

IDENTIFIERS- *Job Training Partnership Act 1982

This guide is designed to provide an introduction to the development of performance standards for youth employment and training programming. Addressed in the individual sections of the guide are the following topics: the roles and responsibilities of various parties involved in delivering services funded under the Job Training Partnership Act, the nature of competency-based programs, key concepts in competency-based instruction, examples of competencies, job market studies, translation of job duties and requirements into competency statements, criteria for competency statements, purposes of assessment, methods of assessment, selection of appropriate assessment instruments, design of program services to focus on competency attainment, and follow-up. A glossary and bibliography conclude the guide. Appendixes to the manual include a list of publishers' addresses as well as descriptions of various commercially available multidimensional, pre-employment and work maturity, basic educational skills, and job-specific skills assessment instruments. (MN)

ED 255 759 CE 041 307

Pasch, Marvin; Oakley, Nancy
An Evaluation Study of Project LEARN. Students and Tutors 1982-1984.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; *Literacy Education; Outcomes of Education; *Participant Characteristics; *Participant Satisfaction; Program Effectiveness; Student Attitudes; Student Characteristics; *Tutorial Programs; Tutors
IDENTIFIERS- *Project LEARN

A study examined the characteristics and attitudes of tutors and students involved in Project LEARN, an adult literacy program affiliated with the Interchurch Council of Greater Cleveland, Ohio. Data for the study were obtained from several sources, including a mail questionnaire administered to all 183 tutors involved in the project, a longer questionnaire administered to 148 of the tutors, pretests completed by all 181 students participating in the program, posttests completed by students after receiving 50 hours of tutoring, telephone interviews conducted with 100 students, and monthly calendars kept by students. Although unsure about the future prospects of their students becoming independent readers, the tutors seemed confident of their teaching ability. Most tutors believed that students' limited ability or learning handicaps are serious impediments to reading improvement and requested additional diagnostic information on students, more supplementary materials, and ongoing training as well as more preliminary training. Students called for more interesting and advanced materials, more convenient meeting times and places, and additional counseling assistance. Both students and tutors were highly satisfied with their experiences in Project LEARN and generally agreed that the longer students participate in the program, the greater its impact on them. (MN)

ED 255 773 CE 041 348

The Impact of the Equal Rights Amendment. Part 1. Hearings before the Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First and Second Sessions (May 26, September 13, November 1, 1983; January 24, February 21, March 20, April 23, and May 23, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-95-1259-Pt-1

PUB DATE- 84

NOTE- 1,037p.; For part 2, see CE 041 349. Document contains small type.

LANGUAGE- English

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Abortions; Adults; *Civil Rights; *Federal Legislation; Females; *Feminism; Hearings; Homosexuality; Military Organizations; Private Education; *Sex Discrimination; *Sex Fairness; Veterans

IDENTIFIERS- Congress 98th; *Equal Rights Amendment

Presented are eight congressional hearings on a joint resolution proposing an amendment to the Constitution of the United States relative to equal rights for women and men. The hearings focus on a constitutional overview; the impact of the Equal Rights Amendment (ERA) on private and parochial education, military law and policy, abortion policy, veterans' programs, the Social Security program, and homosexual rights; and defining discrimination under the proposed amendment. The text of the proposed legislation is provided. Testimony includes statements, prepared statements, and miscellaneous materials (newsletters, letters, reports, etc.) from U.S. Senators, Representatives in Congress, and individuals representing Cornell University, Hunter College, Harvard University, Rutgers University, University of California at Berkeley, Tulane University, Emory University, Veterans of Foreign Wars, American Legion, American Veterans Committee, Vietnam Veterans of America, AMVETS, University of North Carolina, National Endowment for the Humanities, Catholic University, Dickinson College, and various law firms. (YLB)

ED 255 842 CG 018 174

McAdoo, Harriette
Work Roles and Coping Strategies of Employed Single Afro-American Mothers.
PUB DATE- 13 Oct 83
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Black Mothers; *Coping; Employed Parents; *Employed Women; Family Relationship; *Fatherless Family; Financial Problems; Mothers; *Role Conflict; Social Support Groups; *Stress Variables

Women who must raise their children alone and who are in the labor market have been found to have high levels of stress. Existing data from 318 black, single, employed women with full custody of their children were examined with regard to their work patterns, possible conflicts with their families and their work, and the strategies that they used in coping with these conflicts. The women were found to have very high levels of actual and perceived stress and were found to be under very high stress in financial and work-related areas. The women experienced stress and conflict in the roles that they were attempting to maintain. Of the three types of coping studied, (i.e., Type I, structural role definition; Type II, personal role redefinition; and Type III, reacting role behavior), the women most often chose Type III, the least healthy coping strategy. The supportive networks and linkages between the women and their families appeared to provide much needed support. Mothers who maintained frequent and warm relationships with their families of orientation were found to be under lower levels of stress. (NRB)

ED 255 945 CS 208 908

Griffin, Jean L.
Individual Folk Anthology.
PUB DATE- Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Florida Council of Teachers of English Fall Conference (Cocoa Beach, FL, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Autobiographies; Biographical Inventories; *Folk Culture; *Prewriting; Secondary Education; Self Concept; *Student Motivation; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Folktales

An individual folk anthology unit covering eight topics is described in this paper. The eight topics include (1) I have an identity, (2) my interesting name, (3) mandalas and sentences, (4) rhythms and rhymes of old times, (5) myths of my childhood, (6) folk legends/old and new, (7) aspects of folklore, and (8) slang. The activities accompanying each topic are designed to motivate high school students toward writing and to become fluent writers. Procedures for relating each topic to writing are included. (HOD)

ED 256 006 EA 017 443

Stake, Robert E.
Case Study.
PUB DATE- 85
NOTE- 9p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p277-85, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; *Educational Research; Research Methodology; Research Problems

Perhaps as a response to the unfulfilled promises of more scientific, experimental forms of educational research, interest in the case study has revived in recent years. Case studies are studies of individual, bounded systems having their own intrinsic interest and are usually naturalistic, or noninterventionist, in design. Case studies try to account for contextual effects on behaviors that other forms of research attempt to isolate. Results tend to be generalizable to the extent that readers can find similarities between reported cases and their own, but the studies are not intended to develop grand generalizations. Case study can and should be rigorous, though checks on methodology, interpretation of findings, and validity are more directly the responsibility of the researcher and less directly that of the research design than is the case in other forms of research. Among the drawbacks to the case study method of research are the costs, the training time required of researchers, and the method's capacity for breaching the wall of privacy that research subjects may be trying to maintain. (PGD)

ED 256 020 EA 017 643

Hathaway, Walter E.
Managing School Districts in a Decade of Decline.
PUB DATE- Dec 81
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; Cooperative Programs; *Cost Estimates; Educational Planning; *Educational Strategies; Elementary Secondary Education; *Financial Problems; Money Management; Politics of Education; Program Budgeting; *Resource Allocation; *Retrenchment; School Community Relationship
IDENTIFIERS- Portland School District OR

Due to enrollment decline, reductions in federal support, and declining state support because of a constricted economy, growing inflation, expanding government and legal requirements, and the loss of public confidence in education, the Portland School District (Oregon) developed a short-term contingency budget planning process in fiscal 1980-81 to deal with threatened but uncertain revenue shortfall. This paper describes this process and explores five long-term creative approaches to reducing the cost of schooling without impeding progress toward a more equitable and effective educational system. These approaches include (1) increased self-directed learning for students; (2) development of an extensive work experience program; (3) setting minimum requirements for effort and performance of students beyond the eighth (and possibly the sixth) grade to justify public expenditure for their education; (4) extended cooperative relations of school systems with community colleges and universities; and (5) more extensive relations with cultural institutions, service agencies, businesses, and individuals who are potential educational resources. References are included, along with two foldout budget-reduction charts. (TE)

ED 255 650 CE 041 091

Bowick, Earl; Todd, John
Implementation of Submerged Arc Welding Training. Final Report.
Seattle Central Community Coll., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 4 Jun 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *College Programs; Community Colleges; Course Content; *Curriculum Development; Education Work Relationship; Program Development; *Program Implementation; *School Business Relationship; Technical Education; Two Year Colleges; *Welding
IDENTIFIERS- *Submerged Arc Welding

A unit on submerged arc welding (SAW) was developed and integrated into the welding program at Seattle Central Community College (Washington) during the period December 1983 through May 1984. During this time, 10 major users of SAW in the area were contacted and mailed questionnaires. Follow up consisted of telephone calls and personal contact as necessary. From the responses gathered, behavioral objectives were formulated. Equipment possibilities were investigated and the Union Carbide LINDE unit was chosen. The LINDE unit was installed and put in use after a half-day training session provided by the manufacturer. Four students who were high achievers in the welding course were introduced to SAW, instructed in the use of the process and of the particular equipment, and given a short reading assignment. They then used the equipment in the SAW process. Seven other students then were trained in the process. As a result of this project, submerged arc welding is now a viable part of the training program at Seattle Central Community College, the staff is more up-to-date with current technology, a new member of industry is joining the advisory committee, and vital supportive links with industry have been established. (KC)

ED 255 676 CE 041 144

Proceedings of the Research Conference in Agricultural Education. Eastern Region (Sturbridge, Massachusetts, May 18-19, 1984).
PUB DATE- May 84
NOTE- 162p.; For proceedings of the 1985 conference, see CE 041 145.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Agricultural Education; Agricultural Engineering; Agricultural Production; Checklists; Competence; Cooperative Programs; Disabilities; Educational Assessment; Educational Improvement; *Educational Research; Employment Potential; Exceptional Persons; High School Graduates; Job Placement; Job Skills; Job Training; Marketing; Ornamental Horticulture; Outcomes of Education; Postsecondary Education; Program Implementation; Research Methodology; Secondary Education; Student Motivation; Student Organizations; Teacher Attitudes; Teacher Qualifications; *Vocational Education; Work Experience Programs
IDENTIFIERS- Apples; Florists

Twelve major papers delivered during this conference on agricultural education in the northeastern states are included in this volume: (1) "Status of Pennsylvania Special Needs Students in Vocational Agriculture: Phase III--Placement for Training and Employment," by Connie Baggett, Dennis Scanlon, Anthony Mallilo, and Sam Curtis; (2) "Competencies Needed by Full-Time Employees to Enter the Apple Production Industry in Adams County, Pennsylvania," by George Hamilton and James Mortensen; (3) "Teacher Perception: FFA Membership with Non-Enrollment in Vocational Agriculture Courses," by Regina Smick and Ronald Seibel; (4) "The Relationship between Characteristics of Colorado's American Farmer Degree Recipients from 1968 to 1977 and Their Current Occupational Status," by Stacy Gartin; (5) "The Effect of a Floral Merchandising and Design Record Book on Student Achievement," by Joel Simmons and James Mortensen; (6) "Factors Influencing Student Selection of The Pennsylvania State University's College of Agriculture," by Kerry Odell; (7) "The Affective Work Competency Development of Vocational Agriculture Students Involved in SOE Programs in New York State," by Patrice Dugan and Dean Sutphin; (8) "A Comparison of New York BOCES and Central High School Teacher Perceptions, Concerning the Status and Importance of Supervised Occupational Experience Programs," by Dean Sutphin; (9) "An Analysis of Research Methodology Used in Agricultural Education, 1974-1982," by Alfred Mannebach, Paul McKenna, and Geeta Pfau; (10) "Success of Former Vocational Agriculture Students in College of Agriculture Curricula," by Layle Lawrence; (11) "Instructional Status of Agricultural Mechanics Competencies Needed and Possessed by Teachers of Vocational Horticulture in Pennsylvania," by Richard Makin and Richard Stinson; and (12) "Identification and Development of Guidelines, Strategies and Materials to Improve Supervised Occupational Experience Programs in the Northeast," by Arthur Berkey and Dean Sutphin. (KC)

ED 255 689 CE 041 161

Brady, Elaine
What's Happening with JTPA? A Complete Analysis of NAB's 1984 Survey Data. Job Training Partnership Act Research Findings.
National Alliance of Business, Inc., Washington, D.C.
REPORT NO.- ISBN-0-88713-603-6
PUB DATE- 85
NOTE- 56p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($7.50; quantity price $6.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Cooperative Programs; Coordination; Data Analysis; *Economically Disadvantaged; *Employment Programs; Evaluation; Federal Aid; *Federal Programs; *Job Training; Standards; Surveys; *Unemployment; Youth Programs
IDENTIFIERS- Corporate Support; *Job Training Partnership Act 1982; *Private Industry Councils; Service Delivery Areas

Shortly after the local jurisdictions responsible for administering the Job Training Partnership Act (JTPA) completed their transition year and entered into their first full year of operation, the National Alliance of Business undertook two major data collection projects. The 593 service delivery areas (SDAs) and a sample of private industry council (PIC) chairpersons were surveyed. Representative findings were that administrative structures and geographic configurations were stable and SDAs relied on other agencies and institutions to provide outreach, intake, and training. A growing number of SDAs sought and received non-federal funding. JTPA Title IIA served approximately 600,000 individuals. On average, 667 participants terminated from the typical SDA; 416 found jobs. Five of the seven performance standards were met by at least 80 percent of the SDAs. SDAs offered a well-balanced array of training activities. Classroom training was the largest category of training expenditure. Both PIC chairs and SDA staff were consistent in their positive assessment of the PIC's role and impact. Business involvement appeared to have increased. About half of the SDA administrators were dissatisfied with state JTPA administration; however, two-thirds of those dissatisfied were concentrated in 12 states. States had designed a variety of individual reporting systems. (YLB)

ED 255 731 CE 041 259

Career Redirections for Adults.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 84
NOTE- 224p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Change; Career Education; *Career Exploration; *Career Planning; Decision Making; Employment Interviews; Job Search Methods; Job Skills; Problem Solving; Resumes (Personal); *Self Evaluation (Individuals); Vocational Interests; *Workshops

This handbook is a set of workshop materials that career/lifelong planning professionals, counselors, and human resource development specialists can use as a basis for presenting career planning workshops for adults. A staff guide that describes the Career Redirections for Adults workshop appears first. The remainder of the handbook is divided into eight sections, each of which incorporates activities and discussions and requires a two-and-one-half to three hour session. The eight content units guide participants through a developmental sequence that combines the concepts of eight decision-making/problem-solving stages with five career change stages. The eight units include what is important to the individual; interest assessment; skill assessment; the great leap (personal assessment of career options); from self-understanding to action (career exploration through interviews with resource persons); personal job readiness--overcoming barriers to implementing career change; decision making; and implementation of career decisions. Each unit contains both facilitator materials (staff guides) and participant materials/guides. Staff guides provide background information and instructions, including rationale, objectives, procedures, time, and materials required. Participant guides contain handout materials to complete the activities. At the end of each session is a journal activity for participants. (YLB)

ED 255 744 CE 041 284

Kremer, Nick, Ed.; And Others

Approaches to Employment Related Training for Adults Who Are Limited-English Proficient (ERTA-LEP).

SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- 84

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Adult Programs; Adult Vocational Education; Cultural Education; Employment Programs; *English (Second Language); *Inplant Programs; *Job Training; *Limited English Speaking; On the Job Training; Program Implementation; Second Language Instruction; Second Language Programs; *Work Experience Programs

IDENTIFIERS- *Vocational English as a Second Language

This guide identifies four distinct approaches to employment-related training for limited-English proficient (LEP) adults. All of the approaches assume an intensive language instruction component, Vocational English as a Second Language. Following an introduction is a section that deals, in a general sense, with some key concerns shared by all four approaches: finances, administrative support, staff development, a competency-based philosophy, support services, and cross-cultural training. Each of the next four sections focuses on one approach, each of which is idenfified by its setting: the English-as-a-second-language approach, the vocational program approach, the work experience approach, and the workplace approach. An implementation checklist appears first in each section. Each of the approaches is divided into four parts: understanding the approach (a definition and description), identifying the goals (an explanation of the approach's major aims), sizing it up (evaluative comments about advantages, uniqueness, or particular suitability of the approach), and making it or breaking it (suggestions for making the program work). Other contents include a glossary, an appendix with sample forms and supplementary materials, and a bibliography. (YLB)

ED 255 787 CG 018 119

Freeman, Rhonda

Children in Families Experiencing Separation and Divorce: An Investigation of the Effects of Planned Brief Intervention.

Family Service Association of Metropolitan Toronto (Ontario).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.
PUB DATE- 84
NOTE- 171p.
GRANT- 4555-57-4
AVAILABLE FROM- Families in Transition Department, Family Service Association of Metropolitan Toronto, 14 College Street, 4th Floor, Toronto, Ontario, Canada M5G 1K2 ($13.00, $5.00 summary version).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Children; Comparative Analysis; *Coping; *Divorce; *Emotional Adjustment; Foreign Countries; *Group Therapy; Marital Instability; Parent Child Relationship; Parents; Program Effectiveness
IDENTIFIERS- *Brief Therapy; Canada; Treatment Outcomes

Although research documents the adverse effects of parental divorce on children, there is little information on clinical intervention for this population. To empirically test the effectiveness and relative contribution of differing treatments, a program of planned, brief (6 weeks) intervention, aimed at altering children's negative attitudes or expectations to divorce and stimulating alternative coping strategies, was implemented. Subjects (N=80) were randomly assigned to one of six experimental groups: parents only, 2 groups; children only, 2 groups; concurrent but separate parent and children groups, 2 groups or to one of two control groups. Data on such variables as emotional adjustment, self-esteem, locus of control, and behavioral functioning were collected at four points: at pretest following intake, during the program, 2 weeks after conclusion, and at 3- or 6-month follow-up. The results showed that overall experimental children showed greater gains on the program goals of acceptance and adaptation, and their improvement encompassed more areas of functioning than that of control group children. The findings demonstrate that for the majority of children who experience family change long-term traditional psychotherapy is not warranted. (The five chapters of this report describe in extensive detail the intervention model, the experimental design, and the research results. Numerous data tables and charts supplement the text. A A nine-page bibliography concludes the document). (MCF)

ED 255 828 CG 018 160

Kluge, Nancy A.; And Others

Sources of Stereotypes and Misconceptions of Aging: A Comparative Study of Cohort Differences.

PUB DATE- Nov 84

NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Aging (Individuals); *Information Sources; *Older Adults; Self Concept; Sex Differences; *Stereotypes; *Young Adults

Traditional stereotypes and attitudes about the elderly are of interest to both researchers and health care providers. Misconceptions about the elderly and the sources of these misconceptions were examined in undergraduates (N=150) and in elderly subjects (N=50). Subjects completed the Miller-Dodder revision of Palmore's Facts on Aging Quiz One followed by a question with nine response categories that allowed the participants to rank up to three sources of information used in answering the preceding questions. Subjects also expressed their attitudes about themselves, older men, and older women, on a seven-point semantic differential scale. The results indicated that both undergraduates and elderly participants shared misconceptions about aging, with the most common misconceptions being in the areas of health care and personal habits. Both groups cited personal experience and casual observation as the most frequent source for both misconceptions and correct perceptions of the elderly; neither group reported the media as a major source. Both groups saw themselves very positively. Elderly subjects had positive views of older people and had more positive attitudes toward older men. The undergraduates expressed neutral views of the elderly, with a somewhat more positive attitude toward older men. This finding did not support the notion that younger groups stereotype the elderly. (A table summarizing the incorrect responses to the Miller-Dodder questions by age group is included.) (NRB)

ED 255 871 CS 007 984

Teale, William H.
Learning to Comprehend Written Language.

PUB DATE- Nov 84
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984). Funding provided by a Faculty Research Grant from the University of Texas, San Antonio, and by a grant from the Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childrens Literature; Classroom Environment; *Cognitive Development; *Language Acquisition; Learning Theories; *Literature Appreciation; Prereading Experience; Primary Education; *Reading Comprehension; *Story Reading; Teaching Methods

The comprehension of written stories starts with learning to comprehend everyday situations, but it is the child's direct experiences with written stories that bring the process to fruition. These direct experiences with stories are generally of two types. Initially there is a storybook time, the occasions upon which a literate person, usually the mother, and the child engage in an act of communication with a book as the focus of the interaction. As the child becomes familiar with reading books through story time, the child experiences written story in another way--the independent reenactments of familiar books. The general description of the means by which storybook time helps the child learn to comprehend written stories is L. S. Vygotsky's notion of development from interpsychological functioning (the parent and the child jointly construct the story) to intrapsychological functioning (the child is able to construct, or comprehend, the story individually). Classrooms should be places where children experience stories. To ensure that children begin very early on to learn to comprehend written language, the teacher can offer the children story experiences through group storybook readings, lap reading, repeated readings, and opportunities for independent reenactments. Included are a three-page bibliography and five transcripts of mother-child interactions during the reading of five stories. (HOD)

ED 255 902 CS 008 023

Stevenson, Jennifer A., Ed.
William S. Gray: Teacher, Scholar, Leader.
International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-967-8
PUB DATE- 85
NOTE- 84p.; Funding provided by a grant from the W.S. Gray Family: Mrs. William S. Gray, Jr.; William S. Gray, III; and Grace W. Gray.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 967, $3.50 member, $5.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; *Educational History; Models; *Reading Instruction; *Reading Research; Reading Tests
IDENTIFIERS- *Gray (William S)

William S. Gray, first president of the International Reading Association, is the focus of this booklet. Sections are devoted to "The Person," which includes Gray's family background, early schooling and teaching jobs, and his further education at Illinois State University, the University of Chicago, and Teachers College (Columbia University); and "The Scholar," which includes contributions Gray made to reading, such as standardized oral reading tests, studies on diagnosis and remedial instruction, school surveys, major studies outside the United States, adult reading research, summaries of investigations and practices, and a model of reading. Approximately half of the booklet is comprised of a 519-item bibliography of the writings of William S. Gray. (DF)

ED 255 917 CS 208 808

Stewig, John Warren
Children's Literature: An Impetus to Composition.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (20th, Houston, TX, January 31-February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Childrens Literature; Elementary Education; Expressive Language; *Reader Response; *Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- Rhetorical Invention; *Story Writing; *Writing about Literature; Writing Programs

Noting that too many children leave elementary school without developing the ability to use words imaginatively, this paper presents a teaching approach that uses literature to foster invention in children's writing. The approach described is part of a total composition program that structures writing experiences in which children observe settings, people, and occurrences and then write about them. The paper first presents a rationale for reading literature aloud to children, then offers six writing techniques that children can explore subsequent to listening to literature read aloud: (1) story retelling, (2) writing alphabet books with a story line, (3) writing a story for a wordless picture book, (4) writing endings for unfinished stories read aloud, (5) writing stories with a plot structure parallel to a story read aloud, and (6) rewriting stories with a different point of view. The paper includes samples of children's use of these techniques. (HTH)

ED 255 961 CS 504 899

Wakefield, Gay; Cottone, Laura Perkins

The Academic Preparation Recommended by Public Relations Employers.

PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985). Funding provided by a faculty development grant from Central Missouri State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Communication Research; *Employment Practices; *Employment Qualifications; Job Skills; Job Training; *Knowledge Level; *Occupational Surveys; Organizational Communication; *Public Relations; Speech Communication

Questionnaires were mailed to 261 agencies involved in public relations and publicity services, 56 agencies involved in advertising, and public relations directors of 183 corporations and other nonagency organizations in order to determine the knowledge and skill areas important to agency and organizational public relations employers. In an effort to reduce subject tendency toward social response, the survey title, instructions, and cover letter made no reference to "public relations," using the term "communication" instead. Th data from the 188 usable returned questionnaires revealed that public relations executives rank (in order of importance) marketing, advertising campaigns, public relations campaigns, speech communication, advertising and collateral pieces, business, basic public relations perspectives, management, organizational communication, basic advertising perspectives, publicity, and case studies in advertising ahead of journalism course work. Though nonagency organizations hired more new college graduates than did agencies, agencies indicated that they were even more willing than organizational public relations employers to interview new college graduates if the students were properly prepared for agency public relations work. (HOD)

ED 255 976 CS 504 925

Apple, Charles G.
Mentors and Rumor Management: The Case of Bendix.
PUB DATE- 4 Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; *Behavior Patterns; Communication Research; *Employer Employee Relationship; *Interpersonal Relationship; *Mentors; *Organizational Communication; Research Needs; Speech Communication
IDENTIFIERS- *Rumor Management

Mary Cunningham, a Harvard Business School graduate in 1979, received more than 30 job offers from major financial corporations. She accepted a positition as the executive assistant to the Chairman of the Board of Bendix Corporation. By October 1980, she had been promoted twice and held the position of vice president of strategic planning. However, Mary Cunningham was forced to resign after two months of public rumors that her rapid promotions in the Bendix company were the result of a romantic relationship with William Agee, her boss and mentor. The case raises fundamental questions concerning two central areas of communication research: mentor-protege dyads and the management of rumors. First, it is significant that Mary Cunningham reported directly to and only to her mentor, Agee. In that situation she and her mentor were vulnerable to the kind of organizational gossip that is incapable of being proven or disproven. Second, not only did Cunningham's rapid rise attract attention, but the boss seemed to spend an unusual amount of time with her. Participants in male-female mentor relationships must be very judicious in the matter of appearance. As for managing the rumors, Agee's initial comment to the press contained sufficient ambiguity so as to leave additional questions unanswered. His approach to rumor management also reflected his naivete--he underestimated the interest of the press in the rumors. The Bendix case offers clear evidence for additional research and training in the areas of organizational communication. It also raises essential ethical concerns about the ambiguity of behavior. The lessons of Agee and Cunningham apply to every potential participant in any mentor-protege relationship. (HOD)

ED 255 991 EA 017 428

Holdaway, Edward A.
Educational Research in Canada.
PUB DATE- 85
NOTE- 16p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p79-94. (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Administrative Organization; Agency Role; *Educational Research; Federal Government; Foreign Countries; *Public Agencies; Research Needs; State Government
IDENTIFIERS- *Canada

The history of national efforts at educational research in Canada, descriptions of the major agencies conducting or funding research, and an exploration of the major issues and challenges confronting researchers are presented. Particular attention is paid to the organization of the educational system in Canada and to the effects of such organization on the nature and focus of educational research. (PGD)

ED 255 637 CE 040 884

Smalley, Lee; Brady, Steve

Technology Literacy Test.

Wisconsin Univ. - Stout, Menomonie.

SPONS. AGENCY- American Council on Industrial Arts Teacher Education, Washington, D.C.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Criterion Referenced Tests; Educational Needs; *Evaluation Criteria; Grade 12; High School Seniors; Literature Reviews; Needs Assessment; Secondary Education; *Technical Education; *Technological Literacy; *Test Construction; Test Items; *Test Validity

This report contains two tests designed to assess the level of technological literacy for a 12th-grade student in the United States in the 1980s. The tests are based on a literature review and on nine criteria for technological literacy that were established using the Delphi technique. This report contains a 27-item test, a list of works examined during the literature review, the criterion validation instrument, a copy of the round 3 validation questionnaire, a list of study participants, sample questions addressing each of the nine technological criteria identified, a sample 10-item test, and answers to both sample tests. (MN)

ED 255 663 CE 041 122

Cusick, Theresa; Wolfe, Leslie R.
Fulfilling the Promise: A Guide to the Sex Equity Provisions of the Vocational Education Act. PEER Policy Paper.
National Organization for Women, Washington, D.C. Project on Equal Education Rights.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Civil Rights Legislation; Disadvantaged; Educational Finance; Educational Improvement; *Educational Policy; Equal Education; *Federal Legislation; Federal Regulation; Federal State Relationship; Females; Males; Minority Groups; Nondiscriminatory Education; Nontraditional Occupations; Nontraditional Students; Policy Formation; Postsecondary Education; Secondary Education; Sex Discrimination; *Sex Fairness; State Federal Aid; State Programs; *Vocational Education; *Womens Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This paper presents an analysis of the sex equity provisions of Public Law 98-524, the Carl D. Perkins Vocational Education Act of 1984. It is intended to assist parents, students, educators, and activists to ensure that the provisions of the Act are fully implemented throughout the country. The two major purposes of the new vocational education law are (1) to assist the states to expand, improve, modernize, and develop quality vocational education programs, and (2) to assure that persons who are inadequately served under vocational education programs have access to such programs--especially disadvantaged students, disabled students, men and women who are entering occupations that are not traditional for their sex, adults in need of training and retraining, homemakers, single parents, persons with limited English proficiency, and persons in correctional institutions. Authorized for five years, the statute has five major sections or titles. Title I describes how funds are to be distributed and sets up administrative requirements for the states. Title II, the heart of the Act, is divided into two parts: Part A describes how funds are to be used to improve access, and Part B describes how funds are to be used to improve quality. Title III describes programs that are funded separately from Title II, including programs for community-based organizations, consumer and homemaking education, adult training and retraining, career guidance, and training in high-technology occupations. Title IV defines programs in research, data collection, and demonstration carried out at the national level through the U.S. Department of Education. (Title V is not described in this paper.) For each of these titles, this paper describes the provisions, comments on potential problems that may arise, and suggests actions that can be taken. The final section of the paper lists four steps that sex equity advocates can take to ensure that the new law is carried out on the state and local levels. (KC)

ED 255 703 CE 041 187

Small Business Opportunities for Vietnam Veterans. Hearing before the Committee on Small Business, House of Representatives, Ninety-Eighth Congress, Second Session (Boston, Massachusetts).

Congress of the U.S., Washington, DC. House Committee on Small Business.

PUB DATE- 11 Jun 84

NOTE- 224p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; Blacks; Community Services; Credit (Finance); Eligibility; Entrepreneurship; *Federal Aid; Federal Programs; *Financial Aid Applicants; Financial Needs; *Financial Problems, Financial Support; Grants; Hispanic Americans; Loan Repayment; Minority Groups; Outreach Programs; Resource Allocation; *Small Businesses; *Veterans

IDENTIFIERS- *Small Business Administration; *Vietnam Veterans

This document is a transcript of a hearing concerning small business opportunities for Vietnam veterans in the Boston area. During the hearing, testimony was given from four panels of Vietnam-era veterans who represented a cross-section of those who served their country in that war. Some of the witnesses also represented veterans groups or worked in veterans programs or outreach centers. Minority veterans comprised two of the panels. During the hearing, witnesses testified about the many problems that Vietnam veterans face in attempting to get loans from the Small Business Administration (SBA) to start or purchase a business. The problem is especially acute for minority veterans, according to the testimony, because they have less capital, or they have language barriers and nobody in the SBA to speak their language (primarily Spanish), or they are the victims of prejudice. The veterans who testified cited the need for more outreach programs, more money for loans, and less red tape in the SBA in order to provide some economic opportunity to Vietnam veterans who thus far have been penalized for their service to their country. (Written testimony is also included in this document.) (KC)

ED 255 718 CE 041 212

Job Training Partnership Act: Initial Implementation of Program for Disadvantaged Youth and Adults.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO/HRD-85-4

PUB DATE- 4 Mar 85

NOTE- 83p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $3.25 bound; $1.00 unbound).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; Client Characteristics (Human Services); *Community Planning; Cooperative Planning; Cooperative Programs; Coordination; *Delivery Systems; *Disadvantaged; Educational Cooperation; Educational Legislation; Educational Policy; *Employment Programs; Federal Legislation; Financial Support; Grants; *Job Training; National Surveys; Program Administration; Program Design; Program Effectiveness; Program Implementation; Public Policy; School Business Relationship; School Districts; *Statewide Planning; Unions

IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; Private Sector; Public Sector

A study examined the organization and implementation of Job Training Partnership Act (JTPA) programs at the state and local levels. Data for the study were obtained from a questionnaire given to JTPA program administrators in the 50 States, the territories, and the District of Columbia. In addition, the Government Accounting Office (GAO) visited 15 local service delivery areas in 8 States. Data pertaining to the following areas of program design and implementation were collected and analyzed: State and local delivery systems, State councils, State administrative agencies, service delivery area (SDA) designations, State coordination, membership of local private industry councils (PICs), SDA grant recipients and administrative entities, groups targeted for service, client selection, supportive services and needs-based payments, training and service contracts, and program evaluation. (This report includes 21 tables of data as well as appendixes detailing the following: types of SDAs visited, JTPA Title II-A allocations for the first nine months of the program, States and SDAs visited, and the verbatim comments of the Department of Labor regarding the GAO's evaluation of JTPA implementation.) (MN)

ED 255 760 CE 041 308

Fraser, Jeannette L.
Laser Applications: Implications for Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 35p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; Curriculum Development; *Demand Occupations; Educational Demand; *Educational Needs; *Futures (of Society); *Lasers; Needs Assessment; Postsecondary Education; Program Content; *Technical Education; *Technological Advancement; Trend Analysis; Vocational Education

Recent and projected advances in and commercial applications of lasers and laser technology were examined in order to assist vocational planners in responding to skill needs that will be created by lasers in the next few years. Until recently, most laser applications were in research and development settings; however, in the last several years lasers have gained widespread acceptance in such commercial settings as the manufacturing, medical, entertainment, printing, and communications industries. For the remainder of the decade, it is expected that commercial laser sales will average a 20 to 25 percent growth rate. The increasingly widespread application of lasers suggests that postsecondary schools may wish to begin programs to train laser electro-optics technicians (LEOTs). Those planning such programs should be sure to identify employer demand for LEOTs, attain a strong financial commitment for equipment and facilities, and recruit qualified faculty. (MN)

ED 255 800 CG 018 132

Morrison, Malcolm H.

Vocational Rehabilitation Services Integration in Israel: Employment of Older Disabled Persons.

SPONS. AGENCY- World Rehabilitation Fund, Inc., New York, NY.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
GRANT- G00-8103982
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Delivery Systems; *Disabilities; Employment Potential; Foreign Countries; *National Programs; *Older Adults; Public Policy; Reentry Workers; *Vocational Rehabilitation
IDENTIFIERS- *Israel

This paper describes the examination of a national rehabilitation system in Israel which was undertaken to identify and understand that country's vocational rehabilitation strategies and methods and to evaluate their potential for use with older disabled persons in the United States. A study visit to Israel is described which focused on policies and programs that provide assistance to older disabled persons seeking to return to employment. An overview of rehabilitation in Israel is provided, the history of Israel's rehabilitation policy is reviewed, and the social philosophy of rehabilitation in Israel is discussed. Three key elements of this philosophy are elaborated: the restoration of flexibility and freedom of choice to the client; careful diagnosis and coordination of rehabilitation services using a team approach; and a strong emphasis on recovery, defined as returning to productive activity. Some of the operational aspects of vocational rehabilitation programming are outlined, with particular attention to service provision to older clients. Six basic approaches in providing vocational rehabilitation services revealed by study site visits are explained. Research studies which have been undertaken by Israeli rehabilitation research professionals are reviewed, and the application of Israeli practices to rehabilitation policies in the United States is discussed. (NRB)

ED 255 815 CG 018 147

Stevenson, John F.; Norcross, John C.
Local Training Evaluation: Who's Doing It and What Works?
PUB DATE- Aug 84
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; *Clinical Psychology; Course Evaluation; *Evaluation Methods; Evaluation Needs; *Formative Evaluation; *Professional Education; *Program Effectiveness; *Self Evaluation (Groups); Student Evaluation

Local evaluations of clinical training programs in psychology are generally conducted from a formative perspective, necessitating careful examination of the training structure, process, and results. To learn about and document the extent of local training evaluation enterprises, two national surveys that solicited general program information, information about the nature and frequency of use of various methods for evaluating training, subjective assessments of evaluation impact, and obstacles to evaluation were mailed to directors of psychology training clinics and to university directors of clinical psychology. The responses (N=87; N=67) indicated that the most frequently used and highest rated source of qualitative evidence of training impact on students was the supervisors' oral evaluations of clinical trainees. The most popular, systematic, qualitative sources of evidence of student performance included supervisors' written evaluations (84 percent) and internship supervisors' reports (84 percent). Some quantitative sources of evidence of student performance used by a minority of respondents included rate of student acceptance to first-choice internships (43 percent), knowledge tests (40 percent), and supervisors' quantitative ratings of students (40 percent). Qualitative means of assessing programs were supervisors' written evaluations and American Psychological Association accreditation reports. Quantitative evidence of program effectiveness included students' course evaluations and ratings of clinical supervisors. The pattern of results attested to the extensive, highly variable nature of current training evaluation activities. Inadequate resources (time, money, personnel) to conduct meaningful evaluation were perceived as the most serious source of difficulty for both clinical and program directors. (NRB)

ED 255 843 CG 018 175

McGowan, John R.

Social Support, Social Loss and Positive and Negative Psychological Functioning.

PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related document, see CG 018 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Coping; Health; Helping Relationship; Higher Education; *Perception; Physical Health; Predictor Variables; *Psychological Patterns; *Quality of Life; *Social Support Groups; *Stress Variables
IDENTIFIERS- Life Events; *Loss

While the relationship between stressful life events, social support, and health outcomes has received much attention, efforts to quantify social support and directly examine specific ameliorative effects have resulted in mixed findings. Direct and mediational effects of two psychometrically validated measures of perceived and received social support on both positive and negative psychological functioning were compared in a group of college students (N=97). Subjects completed the Langner Psychiatric Screening Inventory, the Beck Depression Inventory, the Affect Balance Scale, a version of the Quality of Life Scale, and two measures of perceived and received social support: the Interpersonal Support Evaluation List and the Inventory of Socially Supportive Behavior. These measures and the College Student Life Event Scale were administered at two measurement periods separated by an 8-week interval. Analyses based on a multivariate hierarchical regression model revealed that perceived social support was strongly predictive of psychological status independent of initial psychological status, negative life events, or social loss life events. Received social support had extremely limited predictive power. Social non-loss life events, but not social loss life events, were also found to strongly relate to psychological status. (Author/NRB)

ED 255 857 CS 007 511

Parker, Anica; Paradis, Edward

An Examination of Attitude Development toward Reading in Grades One through Six.

PUB DATE- Oct 83

NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983). For a related document, see CS 007 845.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Attitude Change; Attitude Measures; Elementary Education; *Reading Attitudes; *Reading Habits; Reading Interests; *Reading Research; Recreational Reading; *Sex Differences

To ascertain whether reading attitudes changed as boys and girls progressed through the grades, a reading attitude inventory was administered to 234 children in grades one through six. Items in the inventory were grouped into the following categories: free reading in the classroom, organized reading in the classroom, reading at the library, reading at home, other recreational reading, and general reading. Results indicated no attitude changes from grades one through three nor between grades five and six. The difference found between grades four and five appeared attributable to a more positive attitude toward nonclassroom type reading in grade five. Sex differences approaching statistical significance favored girls; however, no interactions between sex and grade level were reported. (Author/HOD)

ED 255 886 CS 008 001

Einhorn, Edith
Managing an Elementary School Reading Program: How a Microcomputer Can Help.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern States Conference (2nd, Washington, DC, April 12-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; *Data Collection; Elementary Education; Program Design; *Reading Instruction; Reading Material Selection; Reading Teachers; *Recordkeeping; *Student Records
IDENTIFIERS- Reading Program Management System

The purpose of the computerized Reading Program Management System is to assist reading specialists of the District Heights Elementary School (Maryland) to perform four specific reading program tasks: placement, grouping, monitoring, and materials supply. The system uses a general purpose, commercial data management software package called DB Master, Version Four. It permits the user to create, store, and edit a large number of records; to manipulate the data stored in the records; and to produce reports from the data. The user needs to have little or no knowledge of programing. The reading specialist needs current information that relates to the individual student, the school's grouping and organizational patterns, and the school's materials needs and their availability. Data that can then be entered into the system include (1) student identifying information, (2) student test scores, (3) student participation in one or more special school programs that provide supplementary reading instruction, and (4) enrollment information along with an indication of whether the student is considered transient according to school system criteria. The file is then ready to be searched for single items of information or for complex combinations of data, such as a variety of hard-copy reports. (HOD)

ED 255 932 CS 208 841

Condravy, Joan; McIlvaine, Robert

From Practice to Publish: A Process-centered Approach to Basic Skills English 100.

PUB DATE- Mar 85

NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basic Skills; Higher Education; Writing (Composition); Writing Evaluation; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- *Basic Writing; Journal Writing

The Basics Skills English 100 course at Slippery Rock University, having changed from a traditional approach to an approach that reflects knowledge gained through research about the needs of basic writers, shows the progress basic writers can make in a summer program. Thirty students met six times a week for five weeks in one-and-a-half hour periods. Each day they practiced free writing, produced one or two pages of journal writing, and practiced sentence combining exercises. Evaluation was by teacher-written comments instead of a grade, by small group discussions, and by short individual conferences. The pre- and posttest measures--a Likert type attiatude scale, a T-unit analysis, and a holistic evaluation of in-class essays--demonstrated that current writing theory and research can be implemented successfully into pedagogy. By the end of the five-week program students indicated that they felt more confident of their writing skills, varied their syntax effectively within their essays, and improved the overall quality of their writing through careful revision. A collection of the students' best work was printed for distribution. (EL)

ED 255 946 CS 208 910

Shoemaker, Pamela J.; Inskip, Elizabeth
Targeting Audience Subcategories for Specialty Magazines: A Uses and Gratifications Perspective.
PUB DATE- May 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Funding provided by a grant from the American Student Dental Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Communication Research; Dental Students; Higher Education; *Motivation; Motivation Techniques; *Need Gratification; *Periodicals; Reading Interests
IDENTIFIERS- *Media Use; *Uses and Gratifications Research

A study tested the uses and gratifications theoretical perspective--that motivations affect media use which in turn influences the effects of that use. The American Student Dental Association targeted its publications to different subaudiences and provided a grant to the University of Texas at Austin to study (1) whether the differentiation between types of students reflected the students' actual motivations to use dental publications, and (2) their actual reading behaviors. Subjects--504 dental students--were surveyed concerning their motivations for reading nine dental magazines, their interest in various kinds of editorial content, and their actual reading habits. Motivations were measured by self reports, in which respondents were asked to rate 16 different reasons for reading dental publications on five-point Likert scales. Significant differences in motivations for reading dental publications were found between lower classmen (sophomores and juniors) and seniors and recent graduates. The study shows that knowing readers' motivations for reading dental publications can help predict those readers' interests in various kinds of content and their evaluations of and usage of various dental publications. Publishers, advertisers, and academic magazine researchers should be interested in the uses and gratifications theoretical approach because it can help publishers direct the editorial content of their publications to secure their base of readers; it can help advertisers predict where their advertisements will be the most effective; and it can help academic researchers better understand the needs of an audience. (EL)

ED 256 007 EA 017 444

Wilson, John D.
Research, Policy and Practice. World Yearbook of Education 1985. Bibliography.
PUB DATE- 85
NOTE- 31p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p289-319, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Policy; Educational Practices; *Educational Research; Foreign Countries; Research and Development; Research Methodology; Research Utilization
IDENTIFIERS- Research Trends

This bibliography of works cited in the "World Yearbook of Education 1985" on the topic of educational research is divided into four sections. The first covers 201 chapters and articles published in books and booklets by individual authors. The second lists 73 publications issued by official and corporate bodies. The third includes 163 articles, periodicals, and working papers. The final section presents annotations of 29 key references listed in the first three sections, plus an additional two that are important recent publications. Of the references cited in the yearbook, only some unpublished manuscripts and a few specialized references have been omitted. (PGD)

ED 256 021 EA 017 644

A Study of Private Schools in Alberta.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Dec 84
NOTE- 81p.; Prepared by Woods Gordon Management Consultants, Edmonton, Alberta, under contract with Alberta Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Educational Policy; Elementary Secondary Education; Financial Policy; Financial Support; Foreign Countries; Government Role; *Government School Relationship; Home Schooling; Policy Formation; *Private Education; *Private School Aid; *Private Schools; Public Policy; School Choice; School Funds; School Support
IDENTIFIERS- *Alberta

This study was commissioned by Alberta Education to examine the development and organization of private schools in Alberta and to consider future directions. It examines the financial issues related to private schools, the effect of private schools on public school systems and on the education of children, and implications for public school jurisdictions and government. Possible alternatives are identified, and recommendations are made for future action. Part 1 is a discussion of the context, issues, and objectives of the study. Part 2 describes the elaborate four-phase process of the study: design, research requirements, data analysis, and final report. Part 3, the bulk of the report, is a discussion of conclusions and recommendations arranged according to 10 key policy issues: (1) rationale for private schools' continuation; (2) rationale and extent of provincial control over them; (3) nature of controls; (4) public funding for operating expenses; (6) categorization of private schools; (7) need for statutory controls; (8) need for administrative controls; (9) effect on public school system of private schools; and (10) role of Alberta Education in home schooling. Three appendixes list study participants and acknowledgements, the 10 resource papers incorporated in the study, and a glossary of terms. (TE)

ED 255 774 CE 041 349

The Impact of the Equal Rights Amendment. Part 2. Hearings before the Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, First and Second Sessions (June 22, August 7, and September 19, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-95-1259-Pt-2

PUB DATE- 84

NOTE- 841p.; For part 1, see CE 041 348. Document contains small type.

LANGUAGE- English

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; *Civil Rights; Court Litigation; *Federal Legislation; Females; *Feminism; Hearings; *Sex Discrimination; *Sex Fairness; State Legislation

IDENTIFIERS- Congress 98th; *Equal Rights Amendment; Family Law Congress 98th

Presented are three congressional hearings on a joint resolution proposing an amendment to the Constitution of the United States relative to equal rights for women and men. The hearings focus on the impact of the Equal Rights Amendment (ERA) on domestic relations or family law; exceptions to the rule of equality contained in the ERA, in particular the "right to privacy" and the "unique physical characteristics" exceptions; and state experiences with state equal rights amendments. Testimony includes statements, prepared statements, and miscellaneous material (newsletters, letters, reports, etc.) from U.S. Senators and individuals representing Brigham Young University; National Organization for Women Legal Defense and Education Fund; Carleton College, Minnesota; Washington University, Missouri; University of Texas; and Harvard University. Over 600 pages of appendixes contain additional testimony, correspondence, reports, legal analysis, and miscellaneous materials. (YLB)

ED 255 903 CS 008 024

Kimball, Judith A.
Children's Caravan: A Reading Activities Idea Book for Use with Children. A Fun with Reading Book.
REPORT NO.- ISBN-0-89774-043-2
PUB DATE- 83
NOTE- 84p.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Dramatics; Elementary Education; *Enrichment Activities; *Learning Activities; Oral Reading; Reading Games; *Reading Instruction; Reading Materials; *Reading Programs; Story Reading; Supplementary Reading Materials

Intended for elementary school teachers and librarians, this book was designed to help in the development of reading programs for young children. Five sections are included: (1) planning ahead, which includes getting organized, making decorations, collecting "junque" (craft materials and other items needed for craft activities); (2) conducting reading programs for children of all ages, which covers storytelling, readabook programs, picture book programs, book talks, book reviews, book discussions, and references; (3) developing a reading activities theme program, which suggests activity ideas and contains references; (4) using theatrics to bring books to life, which focuses on pantomimes, skits, plays, and puppets, and includes references; and (5) staging special events, which suggests different kinds of festivals and "happenings" to hold, such as a sports extravaganza or a winter carnival. Each section contains an introduction and a bibliography. (FL)

ED 255 918 CS 208 812

Weiser, Irwin
A Cross-Disciplinary Survey of Writing Expectations.
PUB DATE- 81
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; Higher Education; School Surveys; *Teacher Attitudes; *Teacher Response; *Technical Writing; Writing Difficulties; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Research
IDENTIFIERS- Tennessee Technological University

An 18-item survey was distributed to 308 faculty members at Tennessee Technological University to elicit information about the kinds of writing students are expected to do in courses both inside and outside the English department, the relative importance of writing in various courses, and the specific expectations faculty members have concerning writing. Responses were received from 47% of the faculty members. Their responses indicated that in most introductory courses writing was limited to short-answer exam responses. Short documented-research papers were likely to be required of upper level students' papers. Most respondents indicated that part of the student's grade was determined by written work, and the majority considered outlines to be part of the preliminary process of writing, but not part of the final product. Most required subheadings and other divisions in formal writing, but few assigned a specific grade percentage to correctness, and many overlooked minor writing flaws in work written under the pressure of a time limit. Poor spelling, sentence fragments, and run-on sentences were perceived as serious problems in writing. The kinds of writing done within each discipline was surveyed to enable the English department to plan specialized writing courses. Many indicated a need for students to learn library research techniques, and most felt the students did not write well enough to suit them. (A copy of the questionnaire is appended.) (HOD)

ED 255 992 EA 017 429

Legrand, Louis
The Present State of Educational Research in France.
PUB DATE- 85
NOTE- 8p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p95-102, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; Educational Innovation; Educational Policy; *Educational Research; Foreign Countries; *Government Role; Politics of Education; Public Policy; Research and Development Centers
IDENTIFIERS- *France

This chapter briefly describes the kinds of educational research centers active in France and the types of research they are conducting, then focuses on developments in the field of educational research from 1930 to the present and on the impact research has had on policy and innovations in recent years. In the section on history it is noted that from 1930 to 1950 research centered on educational and professional guidance, on educational psychology, and on experimental education. From 1950 to 1968 university-based research concentnated on the economics of education, the sociology of education, the application of linguistics to the teaching of French as a foreign language, and instructional psychology. Between 1968 and 1975 educational research sparked a significant number of major innovations. This activity prompted major efforts at evaluation research since 1975. The section on impact of research notes the dominance that sociological research and curricular innovation have exerted in both the area of practice and the area of politics and educational policy and governance. The chapter concludes with observations on the impact of France's governmental structure on educational research and innovation. (PGD)

ED 255 638 CE 040 888

Goodman, Jane; And Others
Opening Doors. A Practical Guide for Job Hunting.
Oakland Univ., Rochester, Mich. Continuum Center for Women.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 84
NOTE- 108p.; For the related leader's guide, see CE 040 889.
GRANT- 8002
AVAILABLE FROM- Continuum Center, Oakland University, Rochester, MI 48063 ($5.00; 20 or more--$4.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Career Planning; Communication Skills; Decision Making; *Employment Interviews; Employment Potential; Information Networks; Information Sources; *Job Application; *Job Search Methods; Postsecondary Education; Recordkeeping; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); *Vocational Adjustment; Writing Skills

This student guide is designed to assist individuals who are either entering or reentering the job market in developing job hunting skills. Included in the guide are activities addressing the following aspects of finding and keeping a job: first steps in looking for a job (identifying one's skills, interests, and personality traits); procedures for planning a job campaign (building an information network and personal support system, developing contacts, gathering information about an area of work, and keeping records); decision making (considering financial needs, employment goals, job options, relocation, self-employment, and military or civil service careers); techniques for communication with employers (completing job applications and writing resumes and cover letters); job interviews (distinguishing between legal and illegal questions, making a favorable impression on an employer, writing an interview followup letter, and dealing with rejection); and steps in keeping and advancing in a job. (MN)

ED 255 651 CE 041 092

Burnett, Mary; Allenbaugh, Patricia
Expanding the Respiratory Therapy Curriculum. Final Report.
Seattle Central Community Coll., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 20 Dec 84
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Associate Degrees; *College Programs; Community Colleges; *Curriculum Development; Educational Innovation; Educationally Disadvantaged; Nontraditional Students; *Respiratory Therapy; Two Year Colleges

This project was conducted to upgrade Seattle Central Community College's four-quarter respiratory care program to a two-year associate degree program in respiratory therapy. The program needed to include a developmental pathway for entry of nontraditional students and also a college-level prerequisite entry pathway for traditional students. In developing the core curriculum, the following major sources of information were used: (1) the Joint Review Committee for Respiratory Care Education (JRCRTE), which also accredits these programs; the National Board for Respiratory Care composite examination matrix for their entry-level and advanced practitioner credentialing examinations; and (3) interviews and discussion with the Respiratory Technician Advisory Board and other leaders in respiratory care. The result of this project is an associate-degree level respiratory care curriculum that addresses two concerns: first, accessibility and successful completion of the program to and by nontraditional students who lack sufficient academic background, and second, the local health industry's demand for qualified entry-level practitioners in respiratory care. The curriculum plan uses lecture/discussions, laboratory experiences, and clinical settings. Along with traditional audiovisual materials used in allied health education, the program incorporates computer-assisted instruction modules into both the lecture and laboratory portions of the curriculum. This curriculum will make health careers available to a much larger segment of the college's student population and enable them to compete more effectively in the job market. (Program descriptions and course outlines are included in this report.) (KC)

ED 255 690 CE 041 162

Snedeker, Bonnie; And Others
The PIC Youth Primer: Improving JTPA Programs for Youth.
National Alliance of Business, Inc., Washington, D.C.
PUB DATE- Mar 85
NOTE- 40p.; Material originally developed by Snedeker Scientific, Inc. under contract with the Washington State Employment Security Department.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disadvantaged Youth; Dropouts; Economically Disadvantaged; Education Work Relationship; *Employment Potential; *Employment Programs; Federal Legislation; *Federal Programs; *High Risk Persons; Out of School Youth; Postsecondary Education; *Program Development; Secondary Education; Unemployment; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils

This guide for Private Industry Council (PIC) officers, members, and staff is written to assist in planning and overseeing effective programs for youth at risk in the local labor market using resources allocated under the Job Training Partnership Act (JTPA). Section I takes a broad view of the problem of building effective employability development systems. It examines the process of employability development and identifies youth target groups most at risk in failing to make a successful transition to the adult work force. It also considers the program factors that experience has shown to be most critical in achieving positive results for at-risk youth. Section I concludes with a discussion of the potential for tailoring program strategies for youth target groups under JTPA. Section II focuses on what the PIC can do to upgrade the quality of JTPA youth programming. It describes key functions of the PIC and incorporates suggestions for improvement in each of the following areas: building a knowledge base, defining goals and strategic priorities, coordinating resources, setting target group enrollment objectives, setting cost-outcome objectives, establishing competency standards, selecting service deliverers, contracting for results, and overseeing and evaluating youth programs. (YLB)

ED 255 732 CE 041 261

Owens, Thomas R.
Views Three Years Later: Results of a Statewide High School Follow-up Study.
PUB DATE- Apr 85
NOTE- 16p., Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Planning; Educational Benefits; Educational Research; *Employment Level; Followup Studies; Goal Orientation; *Graduation Requirements; High School Graduates; Mathematics; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Sciences; State Surveys; Student Attitudes; *Vocational Education; Vocational Followup
IDENTIFIERS- Oregon

A followup study conducted in 19 high schools throughout Oregon involved 1,296 early leavers and graduates of the class of 1981. Both vocational education and nonvocational students participated. Data came from three sources--surveys of former students, transcripts and permanent files of these students, and program rating data from vocational instructors who taught in 1981. Findings showed 66 percent of the vocational education and 62 percent of the nonvocational graudates were working and 30 percent of the vocational and 41 percent of the nonvocational graduates were enrolled in school. Over 90 percent were satisfied with their present job. Seventy-six percent of the vocational graduates and 78 percent of the nonvocational had attended postsecondary schools. Students enrolled in postsecondary education most frequently to receive a degree, obtain a broad education, and obtain or improve job-related skills. A third of the students recommended requiring three years of math for high school graduation; 20 percent recommended a three-year science requirement. Over half wished they had taken more math; 38 percent of both groups wished they had taken more science. Vocational courses were perceived as useful by both "vocational cluster students" and nonvocational students who took them. (YLB)

ED 255 745 CE 041 289

Kapes, Jerome T.
Meeting the Career Development Needs of Tomorrow's Industrial/Technical Worker.
PUB DATE- 2 Dec 84
NOTE- 23p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Career Development; *Career Guidance; Computer Oriented Programs; *Futures (of Society); Guidance Programs; *Industrial Education; Postsecondary Education; Secondary Education; *Technical Education; Vocational Education
The workplace is changing, and both education for employment in the workplace and a subset of the educational system that is directed towards meeting the career development needs of students and adult workers will also change. The basic four-part model of career guidance will continue to be useful. The tools and techniques that are used in each part of the model--inventory (assessment), information, counseling, and placement and followup--are most likely to change. Trends in the workplace that will have an impact on the career development needs of industrial technical workers include the change to an information society, high technology, and demographic changes. The type of career guidance for both students and workers in industrial/technical settings involves a shift in emphasis in both the inventory and information components of the career guidance model to being computer based. As the number of computer-based guidance systems grows, the number of counselors may increase. More counseling will be handled through group processes and will occur after high school graduation. The computer will also be used extensively in job placement. Followup will aid in job adjustment and information collection. (YLB)

ED 255 829 CG 018 161

Leverett, Rudy

Teaching Yourself: A Guide to Better Study Skills and Habits.

Idaho State Dept. of Education, Boise.
PUB DATE- Aug 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Assignments; *Critical Thinking; Elementary Secondary Education; Essay Tests; Homework; Multiple Choice Tests; *Notetaking; *Review (Reexamination); Students; Study Guides; Study Habits; *Study Skills; *Test Wiseness
IDENTIFIERS- *Fallacies

This guide was developed to help students learn how to study. Suggestions are given for when to study, where to study, what to study, and how to study. The need to understand assignments and to turn in homework assignments on time is emphasized. Use of the library is explained, and suggestions for taking and using good notes are given. Ways to prepare for tests are discussed and test-taking procedures are described. Techniques for answering essay questions are included. Critical thinking is explained and ways to evaluate information are discussed. A list of questions to help students decide how much credence to give to something they have heard or read is provided. The final section of the guide is concerned with fallacies. Different types of fallacies are illustrated to help students recognize them. The fallacies discussed are divided into two groups: fallacies of relevance, which are characterized by a lack of relevance between conclusions and the reasons given in support of those conclusions; and fallacies of ambiguity, which are characterized by vagueness or lack of precision or reference. Several examples of both types of fallacies are provided. (NRB)

ED 255 858 CS 007 779

Smith-Lawrence, Paula; Gary, Suzanne Tumblin, Ed.
Ready, Set, Read! A Reading Comprehension Program for Children.
Tucson Public Library, Ariz.
SPONS. AGENCY- Arizona State Dept. of Library and Archives, Phoenix.
PUB DATE- 80
NOTE- 43p.; Availability of the video cassette referenced in this document could not be determined.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; *Library Role; Library Services; Parent Role; Preschool Children; Program Content; *Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Programs; Reading Strategies; *Training Methods; Volunteers

Intended to provide children with pleasurable reading experiences by letting them feel successful in their early reading attempts, the program described in this booklet employs reading comprehension techniques that have been found effective and focuses on helping to prevent comprehension problems before they arise. The program was designed to be implemented in a public library setting by volunteers working with a program coordinator, usually a librarian. Following an introduction that discusses the role of the public library in beginning reading instruction, reading as a family affair, and ways to develop reading comprehension, the six chapters of the booklet provide suggestions for getting started, including ideas for helping children write and read their own stories; aiding word recognition; and helping children make predictions from language clues, pictures, listening, and reading. Each chapter contains sample lessons and suggestions for conducting discussions, as well as suggestions for materials to use. Appendixes contain sample lesson plans and directions for preparing notebooks, shape books, word banks, and picture sequences. (FL)

ED 255 872 CS 007 986

Lockledge, Ann; And Others

Helpful Hints for Secondary Content Teachers: How to Teach the Poor Reader.

PUB DATE- Mar 85

NOTE- 18p.; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (13th, Dallas, TX, March 14-16, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Development; Cognitive Mapping; *Content Area Reading; *Language Processing; *Learning Activities; Learning Disabilities; Limited English Speaking; *Reading Difficulties; Reading Processes; Reading Skills; *Reading Strategies; Secondary Education; *Teaching Methods

Because they have difficulty in processing textual material, learning disabled, limited English speaking students, and reading deficient students create special problems for all teachers. Content area teachers can help these students by using a simple three-step strategy. The first phase, labeled TALK, involves prereading, with the readers considering both themselves and the material and then "talking it over" in their minds. The second phase, labeled USE, takes place during reading, with both the students and the teacher considering how the learners will process information as they bring meaning to the printed page. The learners must consider what they will be expected to do with the material once it has been perused. The third, or postreading phase, asks students to do something MORE with what they have read. A cognitive map (or webbing) is possible as is talking over the material with members of the class. By emphasizing reading material in the classroom, teachers demonstrate that reading is an access to information and ideas. Once students realize this, teachers can design lessons and activities to help them process the material and learn the ideas. (The paper includes ideas, methods, and approaches that can be used with low ability readers.) (HOD)

ED 255 962 CS 504 900

Wanguri, Deloris McGee

The Superior-Subordinate Relationship: A Preliminary Study of Downward Task-Relevant Confidential Information Disclosure in the Public Sector.

PUB DATE- Apr 85

NOTE- 32p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrators; *Communication Research; *Confidentiality; *Disclosure; *Employer Employee Relationship; Interpersonal Communication; Job Skills; *Organizational Communication; Speech Communication

A questionnaire was administered to 94 first- and middle-level managers from 19 different state agencies in Texas in an effort to analyze conditions under which managers were most likely to disclose task-relevant confidential information to their subordinates. The open-ended items on the questionnaire investigated the types of confidential job-related information, target persons for confidential information disclosures, reasons for providing such information, settings for such information sharing, and the number of participants in these encounters. The rank order items involved the ordering of confidential information according to which types of information the managers were most and least likely to share with subordinates, and the ordering of reasons according to which the managers perceived were most and least common reasons for giving such information. Among the eight findings are the following: (1) managers were most likely to disclose to workers task-relevant confidential information concerning structural changes within the organization, and in order to motivate, increase team spirit, and increase awareness; (2) managers were least likely to disclose to workers task-relevant confidential information concerning the subordinate's peers; and (3) managers were least likely to disclose information in order to develop trust and to prepare workers for anticipated changes. (HOD)

ED 255 977 CS 504 926

Austin, Bruce A.
Motivations for Movie Attendance.
PUB DATE- 3 May 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Behavior Patterns; College Students; *Films; Higher Education; *Media Research; *Motivation
IDENTIFIERS- Audience Research; *Audience Response; *Film Viewing

A study investigated audience motives for movie attendance. Subjects were 493 college students, who indicated on an eight-point scale the extent to which a series of 70 reasons for movie going matched their own reasons for movie attendance. Three frequency of attendance groups were identified: infrequent--once in two to six months; occasional--once or twice a month; and frequent--three times a month or more. Twelve motives for movie going were identified; the three frequency of movie attendance groups differed on nine of these. Most prominent among the nine reasons were for (1) an enjoyable and pleasant activity, (2) relaxation, (3) arousal/excitement, (4) a social activity, and (5) communication resources. The three movie motives that were not found to correlate significantly with frequency of movie-going were to relieve loneliness, to pass time, and for behavioral resources. Age was negatively correlated with movie attendance for positive mood enhancement to pass time, and as a social activity. Gender did not appear to affect attendance for any of the three attendance groups. Frequent movie-goers reported greater identification with the motives on the instrument than did occasional or infrequent movie-goers. The findings offer a sense of the multidimensional nature of the motivations for movie attendance. (HTH)

ED 256 008 EA 017 578

Larkin, Ronald F.

Achievement Directed Leadership: A Superintendent's Perspective.

PUB DATE- Apr 84

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Administration; *Educational Change; Educational Planning; Educational Research; Elementary Secondary Education; Inservice Education; Instructional Development; Objectives; Organizational Communication; Parent School Relationship; School Community Relationship; *School Effectiveness; *Scores; Staff Development; Student Development; *Superintendents; Teacher Effectiveness

IDENTIFIERS- Achievement Directed Leadership; New Brunswick; Research for Better Schools Incorporated

The research on effective schools has identified the superintendent's role as critical in the success of school improvement efforts. The New Brunswick school improvement program is featured as an example of a successful program. In 1980 the New Brunswick school system selected a new superintendent who faced a district with myriad problems including: poor self-image, low student test scores, disjointed central office leadership, community unrest, and poor communication. During the first year the superintendent set up a Department of Curriculum and Instruction; phased out the junior high; and took steps to increase communication between the school, community, and parents. In 1981 the school system and Research for Better Schools (RBS), Inc. reached an agreement to develop Achievement Directed Leadership (ADL) as a tool for change in the district. A detailed plan was designed to implement the program. The leadership of the superintendent was crucial in establishing the program, which included extensive staff development training in the methods of ADL. The outcome of the collaborative effort of the RBS and the New Brunswick public schools is impressive. The district has improved dramatically at all levels in a relatively short period of time. Included are tables reflecting student improvement in test scores, and the timetable used for the improvement program. Also included is a bibliography. (MD)

ED 255 677 CE 041 145

Proceedings of the Eastern Region Annual Research Conference in Agricultural Education (Easton, Maryland, May 10-11, 1985).
PUB DATE- May 85
NOTE- 144p.; For proceedings of the 1984 conference, see CE 041 144.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Production; Beginning Teachers; Competence; Compliance (Legal); Computer Oriented Programs; Computer Software; Developing Nations; *Educational Assessment; Educational Gerontology; *Educational Improvement; *Educational Research; Employment Opportunities; Exceptional Persons; Extension Agents; Job Satisfaction; Job Skills; Labor Needs; Microcomputers; Postsecondary Education; Recordkeeping; Research Methodology; Research Needs; Secondary Education; Teacher Attitudes; *Teacher Qualifications; Teaching Methods; *Vocational Education; Work Experience Programs
IDENTIFIERS- Kenya; Maryland; Nebraska; Pennsylvania

Twelve major papers delivered during this conference on agricultural education in the Northeastern states are included in this volume: (1) "Status of Pennsylvania Special Needs Students in Vocational Agriculture: Phase IV--Job Performance Follow-Up," by Dennis C. Scanlon and Connie D. Baggett; (2) "Education, Age and Experience: Their Correlation with Educational Effectiveness and Teacher Beliefs," by Michael G. Rush; (3) "Perceived Competencies of Newly Employed County Extension Agents," by Daniel Z. Sendeu and Stacy A. Gartin; (4) "The Development of a Teaching Clarity Scale for Beginning Teachers of Vocational Agriculture," by Randol G. Waters, James H. Mortensen, and Edgar P. Yoder; (5) "A Comparison of Agricultural Mechanics Competencies Needed and Competencies Possessed by Vocational Agriculture Teachers in Nebraska," by William L. Umbaugh and Roy D. Dillon; (6) "Vocational Agricultural/Agribusiness Employment Needs Assessment in St. Mary's, Charles, Calvert and Anne Arundel Counties, Maryland," by Elmer L. Cooper and Hilton L. Harrod; (7) "Development and Experimental Evaluation of a Microcomputer Based Software Package for Recordkeeping in SOE," by Jeffrey A. Wood; (8) "Comparison of the Perceptions of Agricultural Personnel Regarding Professional Competencies Needed by Intermediate Agricultural Extension agents in Kenya," by Wycliffe N. Ongondo and James H. Mortensen; (9) "Factors Affecting Job Satisfaction: Cornell Graduates (1974-1982) in Agricultural Education," by Richard W. Tenney; (10) "Knowledge, Attitudes, and Teaching Practices of Vocational Agriculture Teachers Concerning the Public Law 94-142, The Education for All Handicapped Children Act," by Calvin F. Dill and Susan Browne; (11) "Computer Practices Used, and Software Needs by Use Category and Program, among Agriculture Teachers, Postsecondary Teachers, and Extension Agents," by Arthur L. Berkey and H. Dean Sutphin; and (12) "Vocational Agriculture Teachers' and Their Administrators' Perceptions Concerning Selected Activities/Tasks Performed by Vocational Agriculture Teachers," by Jethro Similane and Layle D. Lawrence. (KC)

ED 255 704 CE 041 189

Vermont Cooperative Vocational Work Experience. A Handbook for Teacher-Coordinators.

Vermont State Dept. of Education, Montpelier.

PUB DATE- 85
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Career Education; Compliance (Legal); *Cooperative Education; *Cooperative Programs; *Educational Legislation; Educational Resources; Education Work Relationship; Exceptional Persons; Federal Legislation; Guidelines; *Instructor Coordinators; *Program Implementation; School Business Relationship; Secondary Education; State Legislation; Teacher Responsibility; *Teacher Role; Vocational Education
IDENTIFIERS- *Vermont

This guide is designed to serve as a set of functional guidelines for Vermont's cooperative teacher-coordinators. In this context, it can be used both to orient a new teacher-coordinator to his/her position, and to act as an ongoing reference guide for program implementation. It includes a description of the various types of cooperative vocational work experience programs in Vermont. In addition, the handbook introduces educators, employers, and interested members of the public to cooperative vocational work experience. The six sections of the guide cover the following topics: the philosophy and benefits of co-op, types of co-op programs in Vermont, the role of the co-op teacher-coordinator, program implementation, co-op for special needs students, and legal issues. Extensive appendixes to the document consist of application forms training agreements, training plans, evaluation forms, other miscellaneous forms, laws and legal considerations, and suggested resources. (KC)

ED 255 761 CE 041 309

McKinney, Floyd L.; And Others
Critical Evaluation for Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 24p.; For a related document, see CE 041 310.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Educational Assessment; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Models; Needs Assessment; Participative Decision Making; Postsecondary Education; *Program Evaluation; *Research Methodology; Research Needs; Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Critical Evaluation; Evaluation Research

Current efforts and methodologies to evaluate vocational education programs are plagued by a number of problems. Included among these are the following: disagreement over the primary role and function of vocational education, too great an emphasis on summative and product evaluation as well as on labor market outcomes as indicators of program effectiveness, insufficient consideration of the educational and community setting, and overreliance on positivist evaluation inquiry. A new approach is needed to overcome these problems and deficiencies. One such approach is that of critical evaluation. A method based on the assumption that persons bring different perceptions and vested interests concerning an issue to the evaluation process, critical evaluation is concerned with both the process by which a decision is reached and the outcome or action itself. The critical evaluation approach directly addresses the issues raised by individuals in the local setting as being necessary for program change and relies upon quantitative and qualitative data to develop action plans and change strategies for program improvement. (MN)

Eshelman, Anne K.

Prediction and Modification of Compliance in Weight Management.

PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Body Weight; Cognitive Restructuring; Contingency Management; Females; *Motivation; *Motivation Techniques; *Predictor Variables; Termination of Treatment
IDENTIFIERS- *Compliance (Behavior); Expectancy Theory; *Weight Loss

Understanding the dynamics of premature termination from treatment would be useful for practitioners working with clients requiring prolonged treatment. Compliance in weight management was examined in three studies in order to explore the broader issue of compliance. In study 1, a standard 10-week cognitive behavioral weight management program was compared to three specific interventions to increase motivation: monetary contingency contracting (MC), cognitive modification of expectancies (CM), and a combination of both. Subjects were 52 women (aged 20-63) who signed up for the groups according to time preference. The results showed that, as predicted, these interventions decreased dropout and improved weight outcome; differences between groups were not significant. In study 2, motivational variables from expectancy theory were combined with demographic and psychological variables in multiple regression analyses to predict attendance and outcome. Subjects were 27 women (aged 24-69), attending an 8-week weight control class, and the 52 subjects from study 1. One combination of motivational variables, the force to stay and the force to leave, was found to be significantly predictive of attendance. Attendance was highly correlated with outcome, but no combination of variables was predictive of outcome at post-test. In study 3, t-tests were used to analyze differences between a no-measure control group (N=10) and the prediction-only sample (N=27) on attendance and weight outcome. No significant differences were found. Eighteen references are listed. (MCF)

ED 255 801 CG 018 133

Reich, John W.; And Others
Well-Being: A Longitudinal Study of Events, Responses, and Outcomes.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; College Students; Depression (Psychology); Health; Higher Education; Individual Power; Longitudinal Studies; *Psychological Patterns; *Quality of Life; Responses; *Well Being
IDENTIFIERS- *Life Events; Moods

Psychological well-being has been shown to be significantly influenced both by daily and major life events. The impact of two types of daily events on reports of physical and mental well-being was investigated in a multiple-time measurement design. Demand events which occur independently of one's volition, and desire events which arise from one's own choice were examined. Undergraduates (N=101) responded daily for 5 days to health and mood instruments and instruments assessing event occurrence, responses to events, and outcomes of those responses. The results indicated that desire satisfaction was related to taking action whereas demand satisfaction operated independently of demand responding. Demand event components were significant influences on the more negative aspects of well-being such as depression, anxiety, and somatization; quality of life judgments were similarly significantly related. Desire events had few significant relationships and did not relate to positive aspects of well-being. Subjects' responses appeared to be slanted toward the cognitive and behavioral aspects of well-being and were not strongly influenced on the affective/emotional side. The academic environment of subjects during the class weekdays may have generated a predominantly cognitive/behavioral orientation. (NRB)

Laffey, James L.; Laffey, Donna G.
Survey of Middle School Principals in the State of Virginia.
Virginia State Reading Association.
PUB DATE- 84
NOTE- 7p.; Research was conducted by the Virginia State Reading Association Research Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Qualifications; *Administrator Role; *Educational Research; Elementary Education; *Leadership Responsibility; *Management Development; Middle Schools; *Principals; Professional Development; *Reading Programs; State Surveys
IDENTIFIERS- Virginia

The results of a statewide survey of the professional preparation and current leadership practices of middle and intermediate school principals in relation to reading programs are described in this paper. The first section of the paper describes the survey questions in the areas of professional preparation of middle school principals, current leadership practices of principals, and current reading programs. The second section provides an interpretation of the responses from the survey. The third section summarizes the results, which indicated that the state's middle school principals were not adequately prepared to provide creditable leadership of reading programs. In addition, this section offers six recommendations for addressing the problem. (HTH)

ED 255 933 CS 208 842

Fagan, William T.; And Others
Measures for Research and Evaluation in the English Language Arts. Volume 2.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-3101-8
PUB DATE- 85
NOTE- 248p.; For the first volume, see ED 099 835.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 31018, $13.00 member, $16.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitude Measures; *Educational Assessment; *Educational Research; *English Instruction; Language Acquisition; *Language Arts; Language Research; Literacy; Literature; *Measurement Techniques; Oral Language; Reading Instruction; Teacher Attitudes; *Test Reviews; Writing Instruction
IDENTIFIERS- *The Research Instruments Project

This volume of measurement instruments in the English language arts is the second one produced by the Research Instruments Project (TRIP), which was designed to collect and evaluate research instruments in language arts, language and language development, literacy, literature, oral language, reading, teacher knowledge/attitudes, and writing. The 160 measurement instruments are arranged alphabetically by category; within each category, measures are listed alphabetically by author. All instruments are cross-referenced by author. The age range indicated is the specific age grouping as stated by the authors or the age of the sample to whom the instrument was administered. The description of the instrument provides the purpose of the instrument, the date of construction, and a physical description of the instrument--often including sample items and administration data (directions, time, scoring procedures, and so forth). The lack of reliability and validity data for instruments is indicated when the information was unavailable. In the case of tables of difficulty, indexes, and so on, the data contained are summarized and the complete data are made available with the test or references cited. (HOD)

ED 255 947 CS 208 911

Benedict, Mary
The Computer Connection: Putting Computers to Work in the High School Publications Program.
PUB DATE- Jan 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Computer Science; *Computer Software; Faculty Advisers; Guidelines; High Schools; *Journalism; *Microcomputers; *Production Techniques; School Newspapers; *School Publications; Yearbooks

Designed specifically for high school publications advisers who are seeking advice on how to use typesetters, editing terminals, personal computers, and printers in their publications work, this guidebook shares the experiences and advice of other high school advisers who are now using computers for newspapers, yearbooks, and magazines. Each case study presented in the guide includes a profile on the school, a review of the type of equipment used and how it is used for the publications, a brief commentary on the results, and advice to other advisers. The case studies are divided into six groups: (1) working with typesetting equipment; (2) a system's approach to computer use; (3) working with the professional press; (4) working with microcomputers; (5) yearbook production and computers; and (6) choosing your own software. A summary chapter provides a course of action for those about to add computers in some form to their operations. (HOD)

ED 256 022 EA 017 645

An Audit of Selected Private School Programs: Accelerated Christian Education, Alpha Omega, Mennonite Schools, Seventh-Day Adventist Schools, and A BEKA Instructional Resources.

Alberta Dept. of Education, Edmonton.

PUB DATE- Feb 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Cultural Pluralism; Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; *Institutional Evaluation; Instructional Material Evaluation; *Parochial Schools; *Private Schools; Program Evaluation; Quality Control; Religious Cultural Groups; Social Discrimination; *Standards
IDENTIFIERS- *Alberta

This report, commissioned by the Minister of Education of Alberta, reviews the programs of study and instructional materials used in four groups of approved private schools: schools using the Accelerated Christian Education curriculum; schools using the Alpha Omega program; Mennonite parochial schools; and Seventh Day Adventist schools. The review has four purposes: (1) to determine the congruence of these private school curricula with Alberta programs and courses; (2) to evaluate the educational soundness of private school curricula in terms of content and standards; (3) to comment on the curricular documents and resources in relationship to their fostering of tolerance and understanding for minority groups; and (4) to identify the issues and make recommendations for future considerations in formulating policy covering approval of private school programs. After an introduction and overview of the four private school systems, each program is described and evaluated according to the above three criteria. The same evaluation procedure is used thereafter for the "A BEKA" instructional materials used by many of the parochial schools in Alberta (particularly the Mennonite schools). Four appendixes list (1) suppliers of private school instructional materials, (2) tolerance and understanding criteria, (3) private school categories, and (4) definitions. (TE)

ED 255 664 CE 041 125

AVENUES. A Career Education Series.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- May 84
NOTE- 95p.
AVAILABLE FROM- Office of Instructional Services, Multimedia Services Branch, Hawaii Department of Education, 641 18th Ave., Honolulu, HI 96816 (Videotape cassette).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Art; Career Choice; Career Development; *Career Education; Career Planning; Classroom Techniques; Community Resources; Disabilities; Educational Resources; *Education Work Relationship; Fused Curriculum; Futures (of Society); Gifted; High Schools; *Integrated Activities; Learning Activities; Lesson Plans; Mathematics Instruction; Music; Physical Education; Science Instruction; Second Language Instruction; Social Studies; State Curriculum Guides; Student Motivation; Talent; Teaching Methods; *Videotape Recordings; Vocabulary; Vocational Education
IDENTIFIERS- *Hawaii

This guide is intended for teachers in Hawaii to use in conjunction with the videotape program AVENUES. AVENUES is a series designed to help students understand and appreciate the practical application of skills and knowledge gained through the regular curriculum as they enter the world of work and to motivate students to begin to plan career directions. The program consists of 10 sections that focus on these areas: the future, social studies, science, mathematics, language arts, art, music, physical education, disabled students, and gifted and talented students. Each section of the guide explains the purpose of the videotape appropriate to it, summarizes the videotape program, provides a glossary, gives suggestions for discussion before and after the videotape presentation, provides activity sheets with answers, suggests possible careers linked to the subject matter of the program, and lists community resources. (KC)

ED 255 719   CE 041 223

Climate for Entrepreneurship and Innovation in the United States. Hearings before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session. Part 1. August 7, 1984--Role of Governmental Labs in Regional Development. August 9, 1984--State Innovation Strategies.
REPORT NO.- S-Hrg.-98-1251-Pt-1
PUB DATE- Aug 84
NOTE- 254p.; For parts 2 and 3, see CE 041 224-225. Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Cycles; Change Strategies; *Economic Climate; *Economic Development; *Entrepreneurship; *Government Role; Innovation; Public Policy; Regional Planning; Science Laboratories; Small Businesses; Statewide Planning; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Congress 98th; United States

This Congressional report deals with the role of government laboratories in regional development and state innovation strategies for encouraging entrepreneurship. Included among those persons providing testimony on these two particular aspects of developing entrepreneurship in the United States were representatives of the following agencies and organizations: the U.S. Department of Commerce, the U.S. Army Construction Engineering Research Laboratory, Sandia National Laboratories, the Lawrence Livermore National Laboratory at the University of California, the University of Florida, the Microelectronics Center of North Carolina, Brennan and Garson, Control Data Corporation, and the U.S. Small Business Administration. (MN)

ED 255 775 CE 041 362

Connett, Dian; Rathburn, Rene
Innovative Materials for High Risk ABE Students.
Clackamas Community Coll., Oregon City, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Jun 84
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Students; Aging (Individuals); *Basic Skills; *Classroom Techniques; Coping; Critical Thinking; *Daily Living Skills; Decision Making; Educational Strategies; Group Instruction; Guidelines; *High Risk Students; Individualized Instruction; *Individual Needs; Language Skills; Learning Activities; Mathematics Skills; Minority Groups; Problem Solving; Student Evaluation; *Student Needs; Teaching Methods; Units of Study; Values Clarification; Writing Skills

This resource book contains innovative group activities, units of instruction, writing packets, and math activities that were developed to serve high-risk adult basic education (ABE) students. Included in the first section are units of study dealing with the following topics: Oregon history, personal health issues, controversial issues in science, exploration of local environments, art, minority cultural awareness, and aging in our society. The next section consists of series of group activities addressing the following areas: values clarification and getting acquainted activities, critical thinking and problem-solving activities, challenges, and quiet reading. A set of math assessment tests, skills checklists, and posttests are provided. Concluding the book are activities and suggested strategies for helping students master the following writing skills: journal writing, grammar, spelling, and creative writing. (MN)

ED 255 816 CG 018 148

Rickard, Henry C.
Local Training Evaluation: Some but Not Enough.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; *Clinical Psychology; Curriculum Development; Evaluation Methods; *Evaluation Needs; *Formative Evaluation; Graduate Study; *Professional Education; *Program Effectiveness; Relevance (Education); *Self Evaluation (Groups); Student Needs

This paper reviews the evaluation studies conducted by the University of Alabama clinical training program in psychology over more than 10 years. Four program areas which were evaluated during these years are described: teaching, research, training issues, and clinical administration. The research apprenticeship emphasis in Alabama's psychology program is noted, and results of a 1982 survey of 75 clinical graduate students, undertaken to measure the research program's outcomes, are provided. The programs and courses developed to meet the needs of graduates who found positions for which they had little entry level training in teaching or in management/administration are described, and the evaluations related to those programs are discussed. The clinical training studies which were conducted to evaluate the interview process for selecting graduate sutdents, and to develop a manual for the university psychological clinic are summarized. Finally, the use of longitudinal studies and cooperative cross-sectional evaluations involving several clinical training programs is suggested. (MCF)

ED 255 844 CG 018 176

McGowan, John R.; Cohen, Lawrence H.

Stressful Life Event Influences on Positive and Negative Psychological Functioning.

PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related document, see CG 018 175.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Coping; Depression (Psychology); Predictor Variables; *Psychological Patterns; *Quality of Life; *Stress Variables
IDENTIFIERS- *Life Events

Some research has suggested that positive life events may interact with negative life events during periods of high stress to buffer the effects of negative events. The relationships among positive and negative life events and positive and negative psychological status were examined in an investigation of the direct and mediating effects of positive and negative life events on both psychological distress and adaptive psychological functioning. College students (N=97) completed the Langner Psychiatric Screening Inventory, the Beck Depression Inventory, the Affect Balance Scale, and a version of the Quality of Life Scale. These measures and the College Student Life Event Scale were administered at two measurement periods separated by an 8-week interval. Analyses based on a multivariate hierarchical regression model revealed that negative and positive life events were independent predictors of same-domain measures of psychological functioning in each cross-sectional analysis, and remained strongly related to psychological functioning after statistically controlling for the effects of initial psychological status. There was no support for the stress-buffering (interactive) effects of positive life events. (Author/NRB)

ED 255 904 CS 008 025

Fowler, Zinita
Monster Magic: A Reading Activities Idea Book for Use with Children. A Fun with Reading Book.
REPORT NO.- ISBN-0-89774-044-0
PUB DATE- 83
NOTE- 72p.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Learning Activities; Library Materials; Library Skills; Reading Games; *Reading Instruction; *Reading Materials; Reference Materials; *Student Motivation

Intended as a usable resource for librarians and teachers in planning and implementing a program for young library users and students, this book was developed to stimulate children to use the library. The introduction contains opening comments--including an explanation of how the theme of "monster magic" inspires creativity, specific goals, and a planning guide. The next section, on background and sources, includes a general definition of a monster and definitions of six specific kinds of monsters (each of which is followed by an annotated bibliography): prehistoric; folk and legendary; literary, film, and television; mysterious; true life; and space. The list of media resources that follows lists audio visual packets, 16 mm films, books to help in planning activities, inexpensive books and materials, and books to share at storytime. The activities section contains ideas for activities that are fun, designed to encourage more reading on the subject of monsters, and include a "monster meter," a method for recording work done. Also included in this section is a list of books to read, a blank form for filling in books already read, puzzles, riddles, and a list of riddle sources. The games section presents both indoor and outdoor games, while the memorable monster music section includes appropriate songs. The wrap up section offers suggestions for bringing the program to a final conclusion, using the "monster revue" as the culminating activity. A list of ideas for promoting the program and an answer sheet to the riddles are provided in the appendixes. (EL)

ED 255 919 CS 208 813

King, Robert W.

What Children Write: A Phenomenological Approach to Writing Development.

PUB DATE- Oct 84

NOTE- 57p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Child Development; *Childhood Attitudes; Comparative Analysis; Grade 3; Language Acquisition; *Language Usage; Perception; *Perceptual Development; *Phenomenology; Primary Education; Sentence Structure; *Writing (Composition); *Writing Research; Writing Skills

To examine the differences and the unique qualities of third grade writers in relation to their uses of language and their perception of the world, a selection of writings from 20 third grade students was analyzed for language ability as measured by words per T-unit. Then, two students from the higher and two from the lower end of the scale were chosen for a more in-depth, qualitative study. It was hypothesized that the children's perceptions of, and perspectives on, the world as revealed in their writings would account for their language ability as measured by quantitative meanings. Data analysis revealed that all four children displayed distinct differences in perspective on the world, which was a more significant factor in their writing than syntactic maturity or general language ability. Each child used those language structures that seemed to have personal relevance, indicating that style is a reflection of relationship to the world. (Examples of children's writings are included.) (Author/HOD)

ED 255 993 EA 017 430

Mitter, Wolfgang
Educational Research in the Federal Republic of Germany.
PUB DATE- 85
NOTE- 10p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p103-12, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Educational History; *Educational Research; Foreign Countries; Government Role; National Surveys; Public Agencies; *Research and Development Centers; Research Design; Research Utilization
IDENTIFIERS- *Germany; Research Trends

The Federal Republic of Germany's educational system became a matter of major national concern in the early 1960's, drawing new attention to the need for educational research. Sociological and economic questions joined the pedagogical and psychological concerns previously central to research; the character of the educational system was added to epistemological issues as a crucial subject of investigation; and new, empirical analytical methods came into use. Policy-makers and school administrators put the resulting research to work during the reform period of the early 1970's, though discrepancies between their interests and those of the researchers may have led to unsatisfactory results. Since this time, practice-oriented and applied research have increasingly been made the province of regional research institutes rather than of commissioned, independent experts. Basic research is conducted primarily by universities. The funding of research, dependent largely on the nature of the government ties maintained by the research institutes, was affected critically by the new conservatism developing in the wake of the financial downturn of the middle 1970's. This conservative shift also encouraged practice-oriented research designed to achieve short-term results. This chapter concludes with a note on developing methodological trends. (PGD)

ED 255 639 CE 040 889

Goodman, Jane; And Others

Opening Doors. A Practical Guide for Job Hunting. Leader Guide.

Oakland Univ., Rochester, Mich. Continuum Center for Women.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 84
NOTE- 87p.; Nor the related job hunters' guide, see CE 040 888.
GRANT- 8002
AVAILABLE FROM- Continuum Center, Oakland University, Rochester, MI 48063 ($5.00; 20 or more--$4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Career Planning; Communication Skills; Decision Making; *Employment Interviews; Employment Potential; Guidelines; Individual Needs; *Job Application; *Job Search Methods; Job Skills; Leaders Guides; Postsecondary Education; Program Design; Program Development; Publicity; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); Student Needs; *Vocational Adjustment; Writing Skills
IDENTIFIERS- *Special Needs Students

This leader guide is designed to assist employability skills trainers in helping their students or clients find jobs. Discussed first are the goals and objectives of employability skills training. Next, guidelines are provided for designing employability skills training programs. Skills needed by employability skills trainers are discussed. Suggestions are set forth for adapting the guide for various special populations. Provided next is a list of competencies needed by job seekers. Procedures for publicizing an employability skills training program are outlined. The guide includes instructor information for the accompanying student guide, which consists of units addressing the following topics: first steps in looking for a job, procedures for planning a job campaign, decision making, techniques for communication with employers (job applications, resumes, cover letters), job interviews, and steps in keeping and advancing in a job. For each unit, instructors are given goals, background information, suggested activities, and closure activities. (MN)

ED 255 691 CE 041 163

Explanation and Analysis of the Carl D. Perkins Vocational Education Act.

National Alliance of Business, Inc., Washington, D.C.

PUB DATE- 31 Jan 85
NOTE- 32p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($3.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Community Programs; Cooperative Planning; Cooperative Programs; Coordination; Educational Cooperation; Educational Finance; *Educational Legislation; *Educational Policy; Educational Practices; Federal Government; *Federal Legislation; Financial Support; Government Role; *Government School Relationship; Guidelines; Postsecondary Education; Program Improvement; Public Policy; Retraining; *School Business Relationship; School Community Relationship; Secondary Education; Special Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; Special Needs Students

In addition to its significance to educators as a major revision of a Federal education and training program, the Carl D. Perkins Vocational Education Act contains many provisions that will have an impact on the relationship of vocational education to employers and the job training partnership community. The law requires that 43 percent of each State's Federal allotment be spent on program improvement, expansion and modernization, increased employer participation throughout the program, and a planning process focused on labor market conditions and employers' hiring needs. Fewer Federal funds will be used to maintain existing programs. The law is highly targeted toward special needs populations. In addition, it provides for two new programs--the Adult Training, Retraining, and Employment Development Program and the Industry-Education Partnership for Training in High Technology Occupations Program. Extensive coordination requirements have been developed to encourage joint planning and information exchange between vocational education and the Job Training Partnership Act programs. The law also shows increased awareness of the role of community-based organizations in serving special population groups; for the first time, these organizations will be able to receive Federal funds. (Author/MN)

ED 255 733 CE 041 262

Owens, Thomas R.; Crohn, Leslie

Designing Excellence in Secondary Vocational Education: Applications of Principles from Effective Schooling and Successful Business Practices.

PUB DATE- 2 Dec 84
NOTE- 11p.; Paper presented at the American Vocational Education Research Association Convention (New Orleans, LA, December 2, 1984). For research summary report, see ED 241 711.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Business; Educational Practices; Educational Research; *Industrial Training; Needs Assessment; *Program Improvement; *Research Methodology; Research Needs; *Research Utilization; Secondary Education; *Vocational Education

Because vocational researchers and practitioners have not been able to reach a consensus concerning criteria for judging excellence in vocational education and have been unable to agree on exactly which factors lead to successful programs, research in vocational education has had limited impact on improving practice. Two sets of research findings are available that may provide a sound base for conducting vocational education research leading to systematic program improvement. The first is effective schooling research, and the second concerns principles used by successful businesses in the United States. The following six aspects of effective schooling research can be applied in an analysis of secondary vocational education programs: time on task, expectations of performance, student motivation, cooperative learning, effective learning climate, and use of evaluation. In their research concerning successful business training practices, Peters and Waterman have labeled eight principles as being the most important in describing the practices of successful companies. Vocational researchers must begin to relate outcomes to specific program characteristics. They must also discover whether factors determining success in vocational education are the same or different from factors determining school success in nonvocational areas. Finally, the cooperative sharing of results and replication of studies by other researchers will be essential in establishing generalizations of research findings. (MN)

ED 255 746 CE 041 291

Pittman, Mildred M.

The Multi-Disciplined Health Worker in Vocational Education.

PUB DATE- 23 Mar 85

NOTE- 24p.; Paper presented at the American Vocational Association Region IV Mini-Convention (Dallas, TX, March 23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Allied Health Occupations; *Allied Health Occupations Education; *Allied Health Personnel; *Certification; *Cost Effectiveness; *Credentials; Educational Certificates; Postsecondary Education

IDENTIFIERS- *Multidisciplinary Education

The multidiscipline credentialed health care worker is an alternative to the current status of health care workers and worksites. Practitioners and educators in health care delivery are unable to reach a consensus as to the number of disciplines. Existing educational programs offer a wide range of programs enabling persons to attain health professional status and/or pursue credentials. A nationwide effort to gain licensure by numerous allied health disciplines has encouraged discipline-specific efforts to substantiate the need for licensure. The demand for accountability has led to the need to display cost efficiency while maintaining quality health care. Credentialed in at least two disciplines, the multidiscipline credentialed health care worker should be able to provide competent services in a more cost-effective manner than two single-discipline prepared persons. Some dimensions of the current situation are supportive of the concept--considerations of the individual, and the educational processes including the educator, the disciplines, and the employers. Unresolved dimensions are realistic discipline combinations and the level of preparation at which it is realistic to pursue dual credentialling. Multidisciplinary and interdisciplinary education are different, but some of the needs of the interdiscipline approach could be met by the multidiscipline design. (YLB)

Poertner, John
Design and Pilot Testing of a Parent Education Monitoring System.
Sangamon State Univ., Springfield, IL. Center for Policy Studies and Program Evaluation.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- 30 Jun 82
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Evaluation Criteria; *Family Environment; Parent Child Relationship; *Parent Education; Parent Role; Participant Satisfaction; *Program Evaluation
IDENTIFIERS- *Monitoring

The trend in public child welfare toward increased purchase of services from local agencies is presented in this report as a rationale for developing monitoring systems which link service to client outcomes and to agency mandates. The monitoring system designed for the Parent Training Initiative, a parent education program, is described as one system which assesses critical service areas, links parts of the decision making system, identifies points of interventions, provides for decision rules to improve effectiveness, and focuses on client outcomes related to agency mandates. Use of the parent monitoring system to assess contractor performance, parenting knowledge, parent satisfaction, parenting skills acquired through the program, and status change is explained; monitoring and assessment instruments developed specifically to assess these areas are described. The use of a movement table to track the progress of cases is explained and the roles of the caseworker, parent, and educator are outlined. The monitoring report, which converts raw data from the evaluation into usable information, is described. Results of pilot testings of the monitoring system are given along with suggestions for future developments in the areas of implementation, information system support, and curriculum refinement. Examples of completed evaluation and referral forms are included. (NRB)

ED 255 859 CS 007 845

Parker, Anita; Paradis, Edward

The Second Year of an Examination of Attitude Development toward Reading in Grades One through Six.

PUB DATE- Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984). For a related document, see CS 007 511.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Attitude Change; *Attitude Measures; Elementary Education; *Reading Attitudes; Reading Habits; *Reading Research; Recreational Reading; *Sex Differences; Student Attitudes

To continue the monitoring of reading attitude development begun in an earlier study of 234 children in grades one through six, a second reading attitude inventory was administered in the same school district to 216 primary students and 293 intermediate students. Of particular significance to this study was a change in the basal reading series used by the school district. Among the findings are the following: (1) no significant differences were observed in attitude changes in the primary grades, while a significant difference was observed in attitude changes in the intermediate grades; (2) a significant difference was observed between sexes, with males having more positive attitude scores than females in both primary and intermediate grades; (3) no sex by grade interaction was observed in the primary grades; boys reported more positive scores in all grades; and (4) a significant sex by grade interaction was observed in the intermediate grades--boys reported more positive scores in grades 4 and 5, but less positive scores in grade 6. (The paper concludes with a comparison of the first year study with the results of this study.) (HOD)

ED 255 873 CS 007 987

Christensen, K. Eleanor

Using Language-Experience to Teach Diagnostically at the Reading Readiness Level.

PUB DATE- Nov 84

NOTE- 6p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (17th, Hershey, PA, November 11-14, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Diagnostic Teaching; Grade 1; Group Activities; *Individualized Instruction; Individual Needs; Kindergarten; Language Acquisition; *Language Experience Approach; Learning Activities; *Prereading Experience; Primary Education; *Reading Diagnosis; *Reading Readiness

When used diagnostically at the readiness level, language-experience becomes an effective way to meet individual differences and to differentiate instruction in a group setting. For a 5- or 6-year old, school should be an exciting, happy, purposeful place, and language-experience lends itself well to such a setting. The first steps are to understand a child's strengths and needs and to plan appropriate strategies and activities that meet those needs. Language and verbal comprehension as well as experiential and cognitive growth are built into the language-experience to establish readiness for reading. Many first hand experiences--such as squeezing orange juice, popping popcorn, enjoying a visiting rabbit or other animal, participating in creative art activities, participating in simple construction activities and science projects or short field trips--play a role in developing language and experiential growth. Experiences are then reinforced with appropriate follow-up activities--such as listening to quality trade books; learning songs, poems, or finger plays; or responding to music through motion. Language-experience deals with a wide range of differences in the classroom and provides each child with the level of material best suited to his or her abilities and interests. Such an approach provides a nice balance of readiness activities. (HOD)

ED 255 888 CS 008 003

Douthitt, Frieda

One to Grow On. Chapter One in Ohio: Education Consolidation and Improvement Act.

Ohio State Dept. of Education, Columbus.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 25p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Elementary Education; *Individualized Instruction; Mathematical Enrichment; *Mathematics Instruction; Mathematics Skills; *Reading Instruction; *Reading Skills; Remedial Instruction; Remedial Mathematics; Remedial Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Since 1965, first through Title I of the Elementary and Secondary Education Act and now through Chapter 1 of the Education Consolidation and Improvement Act, funds have been allocated to supplement regular classroom instruction for children achieving below grade level. Together, Title I and Chapter 1 form a 20-year continuum of a concentrated, sharply focused effort against the sources of educational failure. In Ohio the program is in place in 99% of the state's 616 school districts. Among those helped by the program are migrant children as well as handicapped, neglected, and delinquent youths. In this program, the children typically receive 30 to 45 minutes of individualized reading or mathematics instruction each day. Emphasis is on having the children work independently at their own speed. They are tested at the beginning and at the end of the school year, after which many are able to leave the program because they are ready to keep up with their regular classes. School districts are helped in implementing the program by consultants from the Ohio Department of Education's Division of Federal Assistance. Parents contribute by participating in parent advisory councils and helping with Chapter 1 classes. (FL)

ED 255 948 CS 208 912

Kelly, Rebecca

Meandering Roadways vs. Superhighways: An Approach to Teaching the Research Paper.

PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assignments; Higher Education; Prewriting; *Research Papers (Students); Revision (Written Composition); *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills

The process of writing a research paper must be broken into manageable units while at the same time retaining the recursive characteristic of the writing process. One approach does this by means of a series of assignments that also allow students to accumulate and practice the skills needed to write the final paper. These assignments are (1) directed brainstorming, to choose a topic; (2) the thesis question, to direct research; (3) a retrospective essay, to assimilate information and evaluate progress; (4) a reading report, to summarize, evaluate, and acknowledge source materials; and (5) a research essay, to try out organizational skills on a smaller body of information. The final step for the students is to write the research paper. The results of using this method for approximately three years are that better papers are produced and more positive feedback from students is received. The series of assignments is meant to give a forward direction to such meandering and mistakes, and to recognize their legitimacy in arriving at a well-organized, well-written research paper. (DF)

ED 255 963 CS 504 901

Pearl, Michael A.
"Billy" from "On Golden Pond": The Precocious Youth in Contemporary Popular Drama.
PUB DATE- 4 Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Affective Behavior; *Characterization; *Drama; Film Criticism; *Films; Interpersonal Relationship; Parent Child Relationship; *Playwriting; Popular Culture; *Realism
IDENTIFIERS- Audience Response; *On Golden Pond (Thompson)

The character of Billy in Ernest Thompson's "On Golden Pond" does not behave like "real" young people. Instead, he takes on adult qualities, as shown in his relationships with the other characters, in his speech, in his actions, and in the observations he makes during the play. Billy's adolescent behavior serves the dramatic purposes of providing humor, advancing the plot, and fulfilling romantic ideals about the relationships between youth and old age. His character is structured equally to Ethel and Norman, but Thompson does not allow dramatic time for Billy to develop. Instead he relies on the classic comic conventions and romantic ideals to carry the character. Billy's strong personality at his entrance and his later delivery of key exposition describing his relationship with Norman result in a character who appears too "theatrical" to be credible. The problems of the juvenile role arise when the playwright depends on the character for more than he has allowed the character development to accomplish credibly, as in the case of Billy. Another problem arises when the playwright is seeking some other effect, particularly humor or pathos, and falls victim to the relative ease of creating precocious youths. In contrast, such precocious juveniles would not be tolerated in society. (HOD)

ED 255 978 CS 504 927

Sprowl, John Parrish
An Investigation of the Evocation of Persuasive Strategies in Personal Sales.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Communication Research; *Interpersonal Communication; Merchandising; *Models; *Persuasive Discourse; *Salesmanship; *Sales Workers; Speech Communication

Prompted by the fact that personal sales is an area of human communication that has received little attention from communication scholars, this paper integrates previous sales research relevant to communication inquiry into a foundation for future research. The first section of the paper discusses the importance of personal sales, while the second presents a critical review of the sales literature. The third section presents a model incorporating previous research and tests it by an analysis of the persuasive strategies employed by salespeople. The results suggest that the use of particular persuasive strategies by salespeople have implications broader than the sale-no-sale dimension. (Author/HOD)

ED 255 652 CE 041 094

Turker, A. Vural

The Development of Two-Year, Postsecondary Technical Training Programs: A Short Survey of Turkey's Needs and Expected Contributions of the Newly Started Technician Training Project.

PUB DATE- Dec 84

NOTE- 46p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Demography; *Developing Nations; Economic Development; Educational Administration; Educational Change; Educational Improvement; *Educational Needs; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; *Job Training; National Programs; Needs Assessment; *Paraprofessional Personnel; Postsecondary Education; Program Development; Staff Development; *Technical Education; *Technical Occupations; Technological Advancement; Two Year Colleges; Vocational Directors

IDENTIFIERS- *Turkey

During the last 60 years, Turkey has experienced significant demographic changes and economic development. In response to these changes, policymakers in Turkey have initiated a number of reforms in the area of vocational and technical education. One such reform was the undertaking of a joint effort between the Turkish Council of Higher Education and the World Bank Technician Training Project. Their joint project, called the Industrial Training Project (ITP), was conceived to improve productivity and maintain high rates of growth of manufactured exports through the establishment of preservice technician training centers, curriculum and staff development programs, and efforts to strengthen the technician training center management system. The project, which is slated to be implemented between 1984 and 1990, is expected to enhance the potential of Turkey's industrial sector through the improvement of the national capacity to provide industrial training. Project planners estimate that, by 1989, the ITP will have provided approximately 940 graduates and will have produced instructor- or technician instructor-level training to some 164 fellows. (MN)

ED 255 705 CE 041 190

Bhola, H. S.
Report Card on a National Literacy Program: The Case of Botswana.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented to the Joint SIDEC/CIES Conference on Comparative Education and International Development (Stanford, CA, April 15-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Developing Nations; *Economic Development; Educational History; *Educational Needs; Educational Planning; Extension Education; Functional Literacy; *Literacy Education; Outcomes of Education; Policy Formation; Program Effectiveness; *Public Policy
IDENTIFIERS- *Botswana

After Botswana became independent of British rule in 1966, a series of five-year plans for economic development were written and put into action. Education was always seen by development planners as essential for development; by 1977, the government was promoting education for human resource development. Every child in the country was to be given a good basic education in a primary school provided by the government. In 1977 the government also established the Department of Nonformal Education within the Ministry of Education to provide basic education to illiterate adults. Botswana's Third National Development Plan (1973-78) involved literacy programs in the development strategy of the country. 1980 was to be an experimental year when programs would be designed and put into place, personnel would be trained, and materials would be produced and field tested. The goal was for the total eradication of illiteracy by 1985-86. However, leaders in the country did not make literacy education a priority, and little money was budgeted for the effort. Nevertheless, the educational structure is in place, with District Adult Education Officers and Literacy Assistants trained to implement the program. It is estimated that 65,000 persons have been served by the program, with 20,000 made literate. Much more work is left to be done to help the approximately 223,000 illiterates in the country. (KC)

Climate for Entrepreneurship and Innovation in the United States. Hearings before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session. Part 2. August 27 and 28, 1984--A Silicon Valley Perspective. August 30 and 31, 1984--A Route 128 Perspective.

Joint Economic Committee, Washington, D.C.

REPORT NO.- S-Hrg.-98-1251-Pt-2
PUB DATE- Aug 84
NOTE- 332p.; For parts 1 and 3, see CE 041 223-225. Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Cycles; Change Strategies; *Economic Climate; *Economic Development; *Entrepreneurship; Government Role; Innovation; Public Policy; *Regional Planning; Regional Programs; Small Businesses; Statewide Planning; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Congress 98th; Massachusetts (Boston); Silicon Valley; United States

This Congressional report deals with the views of persons residing and working in the Silicon Valley in California and near Route 128 around Boston on strategies for encouraging entrepreneurship. Included among those persons providing testimony concerning the perspectives of individuals and groups from these two regions were representatives of the following agencies and organizations: Intel Corporation, Fairchild Camera and Instrument Corporation, Regis McKenna Public Relations, National Semiconductor Corporation, Advanced Micro Devices, ROLM Corporation, Tandem Computers, ASK Computer Systems, Daisy Systems Corporation, CAE Technology, Technology Venture Investors, Spinnaker Software Corporation, Stratus Computer, Charles River Partnerships, Narragansett Capital Corporation, and Morgan Holland Management Corporation. (MN)

ED 255 762 CE 041 310

Farley, Joanne; And Others
Reconceptualization of Vocational Education Program Evaluation.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 169p.; For a related document, see CE 041 309.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Action Research; Educational Research; *Evaluation Criteria; *Evaluation Methods; Inquiry; Models; Postsecondary Education; *Program Evaluation; Research Design; *Research Methodology; *Research Needs; Research Problems; Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Critical Evaluation; Evaluation Research

This document is intended to provide evaluation researchers with information about vocational education as a substantive area to be evaluated, existing methodologies for evaluating vocational education programs, and the theoretical basis for a proposed evaluation method termed critical inquiry. Addressed in the individual chapters of the monograph are the following topics: the need for new directions in vocational education program evaluation, the technological treatment of vocational education evaluation, criticisms of the technological treatment, possible alternative for an evaluation framework in vocational education, theoretical bases for critical theory, critical inquiry as an alternative framework for vocational education evaluation, and suggestions from educational research. A 12-page reference list is appended. (MN)

McCullough, Laurence B.; And Others
An Ethical Framework for Long-Term Care Decision Making.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). Support for this research was provided by the Atlantic Richfield Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Ethics; *Family Role; Models; Moral Issues; *Moral Values; Older Adults
IDENTIFIERS- *Long Term Care

Values enter into the consideration of chronic care options at both the macro, or policy level, and at the individual, decision making level. The ethical dimensions of these decisions, however, have been largely overlooked. A model of long-term care (LTC) decision making is proposed which incorporates an empirical foundation into an ethical framework. It begins with the assumption that there are three relevant parties, the elderly person, his or her family, and the professional provider group. The model allows for conflict which arises from the implicit consideration of one party's values by another party in the decision making process. In order to investigate the accuracy and relevance of this model for application in actual cases of LTC decision making, a pilot project was developed in which participants were interviewed during or shortly after their involvement in an LTC decision. Interviews were completed with 15 family decision makers, five of the impaired individuals, and, in five cases, with the primary physician. In order to identify value-based conflicts that arise in LTC decision making, open ended interview schedules specific to each of the three parties were developed. Four moral principles were found to be relevant to the determination of what is in an elderly person's best interests for the satisfaction of needs, the amelioration of risks, and securing benefits of LTC. These four principles: beneficence (maximally satisfying need and producing benefit at the lowest possible risk), respect for autonomy, filial responsibility, and justice, together constitute an ethical framework for LTC decision making for the elderly. This framework expands the context in which students of gerontology and practitioners of geriatrics should understand the process of LTC decision making, and shows it to be a process inescapably marked by moral conflict. (LLL)

ED 255 802 CG 018 134

Rafaeli, Anat
Employee Participation: Not Necessarily the More the Better.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; Employees; *Job Satisfaction; *Participative Decision Making

Previous studies of the relationship between employee participation in decision making and job satisfaction have conceptualized degree of participation as the number of decisions one influences (scope). To explore another dimension of participation--degree of influence--a model was used which emphasizes the balance between how much influence individuals have on the job and the amount they would like to have. Employees (N=760) from 11 divisions of a large western electronics manufacturer were surveyed. Two indices of degree of influence and a four-item scale of overall job satisfaction were used. Three states of balance (saturation, equilibrium, and deprivation), and three categories of desired and perceived influence (high, medium, low) were studied. Results showed that the more influence employees felt they had, the more satisfied they were with their job. Individuals at an equilibrium state of balance were found to report the highest degree of job satisfaction. The larger the discrepency between desired and available influence, the lower the reported job satisfaction. The present study suggests that a match between the individual's desire for participation and the permitted participation will lead to the most positive reactions to the job. (LLL)

ED 255 845 CG 018 17

Wodarski, John S.

Teams-Games-Tournaments: Teaching Adolescents about Alcohol and Driving.

SPONS. AGENCY- Georgia Univ., Athens. School of Social Work.

PUB DATE- Aug 84

NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

CONTRACT- DTRS-5683-C-00053

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Alcohol Education; Attitude Measures; *Drinking; *Peer Influence; Program Evaluation; Secondary Education; Teaching Methods

IDENTIFIERS- Georgia; *Self Management; *Teams Games Tournament

This paper describes the implementation and evaluation of a comprehensive program for teaching adolescents about alcohol use. A brief overview of research in the area of adolescent alcohol use is followed by a brief description and detailed outline of key facets of the Teams-Games-Tournaments (TGT) approach to alcohol education which is being tested throughout the State of Georgia; the approach is based on a behavioral group work perspective and encompasses peer support and group reward structures. Instruction in self-management techniques for students and instructor training are discussed. Pretest, posttest, and follow-up measures administered to students to assess knowledge of alcohol, drinking behaviors, attitudes about alcohol, self-esteem, and family relationships are described. Results are presented from a comparison of students (N=570) who participated in the TGT method with students (N=411) who received traditional instruction in alcohol education or no instruction; the findings suggest that the TGT procedure helped students gain knowledge about alcohol. Teacher and student evaluations of the TGT program are included and the significance of the TGT technique is discussed. (NRB)

ED 255 934 CS 208 844

Sullivan, Jerry L.
An Antidote for Aliteracy: Aliteracy - People Who Can Read but Won't.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Discovery Learning; Higher Education; *Literature Appreciation; *Questioning Techniques; *Reading Comprehension; *Schemata (Cognition); Secondary Education; *Self Concept; Teaching Methods
IDENTIFIERS- *Aliteracy

An answer to aliteracy involves literary inquiry in which teachers teach students how to ask their own questions in working through a piece of literature. Three approaches to such literary study are improvisational, interpretive, and intellectual inquiry. A literary schema that students can use as an instrument to get started on their road to the particular questions they feel a literary work poses provides questions for literary inquiry such as (1) Which scenes or incidents in the literary work suggest a dramatic means for involving the students in the experience of the work? (2) What questions of character does the work pose? (3) What questions of setting does the work pose? (4) What personal questions does the work pose? (5) What self-discovery do you experience from reading and thinking about this piece of literature? and (6) What kinds of questions arise in this work that might assist you to better understand and appreciate the order and meaning of your own existence? By guiding students through various levels of cognition implicit in a literary work, teachers can lead students into a process of literary self-discovery that is much more exciting and stimulating than experiencing literature as mere content to be mastered. (HOD)

ED 256 009 EA 017 615

Gall, Meredith D.; Renchler, Ronald S.
Effective Staff Development for Teachers: A Research-Based Model.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-089-5
PUB DATE- 85
NOTE- 59p.; The main portion of this monograph is a revised and updated version of a literature review published in "The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction," 1982 (ED 228 745).
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.75 prepaid; quanity discounts; on purchase orders $2.00 will be added for postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Basic Skills; Case Studies; Elementary Secondary Education; Governance; *Inservice Teacher Education; *Instructional Improvement; Literature Reviews; Organizational Climate; *Performance Factors; Program Design; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; *Staff Development; Student Improvement; Teacher Improvement

To provide administrators and teachers with a set of essential elements and principles to consider in using inservice programs for school improvement, this document presents a model comprised of 27 dimensions identified as important elements of effective inservice programs. These dimensions were identified through a review of the research literature on basic skills instruction at the elementary school level. (Appendix A briefly reviews the sources providing this research.) A second literature review identified four inservice experiments that used these dimensions to improve students' basic skills achievement. (Appendix B briefly describes these experiments.) Following a foreword and introduction, a table summarizes the findings concerning these dimensions--listing each element, the effective practice associated with each element, and the research validating the effectiveness of these practices. The four types of research used include basic skills experiments, implementation research, inservice research, and survey research. The bulk of the document expands on these aspects of each dimension, with the dimensions divided into the following six categories: teacher objectives, student objectives, delivery systems, organizational context, governance, and selection and evaluation. To illustrate how theory is transferred into practice, case studies of three successful school district staff development programs are provided. A bibliography lists 56 references. (DCS)

ED 256 023 EA 017 646

Lake, Sara
Changing School Demographics: The New Baby Boom.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE Apr 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Demand; Elementary Secondary Education; *Enrollment Trends; *School Demography; School Statistics; *Sociocultural Patterns; Teacher Distribution; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *Baby Boom; California (San Mateo County)

This paper addresses the demographic and socioeconomic effects on schools of the "new baby boom," consisting of school-age children of the original "baby boomers." The effects of this second-generation demographic trend include a higher proportion of minority students (since the decline in marriage and birth rates among baby boomers reaching adulthood was limited to the white middle class), and a current rise in elementary enrollment accompanied by a continuing decline in secondary enrollment. The rising demand for elementary school teachers, coupled with the rise in more lucrative career options (especially for women), is leading to a teacher shortage. Yet faced with a declining interest in teaching as a career, many schools of education in the 1970's fought to keep their enrollments up by virtually abandoning entrance requirements. Steps to remedy this situation include raising standards and limiting teacher supply (to raise teachers' status and salaries) or, conversely, offering incentives to attract more highly qualified candidates to the profession. The effects of these demographic phenomena on San Mateo County (California) are next described in detail. The paper concludes that public schools can continue to grow only by diversifying to other age markets, such as adult education. (TE)

ED 255 665 CE 041 126

Richardson, J. Jeffrey
Artificial Intelligence: An Analysis of Potential Applications to Training, Performance Measurement, and Job Performance Aiding. Interim Report for Period September 1982-July 1983.
Denver Univ., Colo. Denver Research Inst.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TP-83-28
PUB DATE- Sep 83
NOTE- 79p.
CONTRACT- F33615-82-C-0013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Computer Oriented Programs; Computer Software; Evaluation Criteria; *Evaluation Methods; *Job Performance; Job Training; *Military Training; Postsecondary Education; Program Development; Research and Development; Research Projects; Specifications
IDENTIFIERS- *Air Force

This paper is part of an Air Force planning effort to develop a research, development, and applications program for the use of artificial intelligence (AI) technology in three target areas: training, performance measurement, and job performance aiding. The paper is organized in five sections that (1) introduce the reader to AI and those subfields of AI that are most relevant to this program, (2) report on relevant ongoing research and development sponsored by the Department of Defense, (3) establish the challenges facing the Air Force in three target areas and explain how each presents opportunities for AI applications, (4) draw out important practical concerns that must be faced by an AI research and development program, and finally, (5) propose a set of recommendations for building an Air Force AI applications program in training, performance measurement, and job performance aiding. An eight-page bibliography and a list of current relevant Department of Defense research projects are included in the report. (Author/KC)

ED 255 678 CE 041 147

Padelford, Stewart L.; Cvancara, Joseph G., Ed.
A Grape Production Guide for Vocational Agriculture Instructors in Washington. Final Report.
Washington State Univ., Pullman. Coll. of Agriculture and Home Economics.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 84
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; *Agronomy; Behavioral Objectives; Classroom Techniques; Crop Processing Occupations; Fertilizers; Harvesting; Herbicides; *Horticulture; Instructional Materials; Learning Activities; Lesson Plans; Marketing; Pesticides; Pests; *Plant Growth; Plant Propagation; Resources; State Curriculum Guides; Statewide Planning; *Vocational Education
IDENTIFIERS- *Grapes; Irrigation; Washington

This curriculum guide is intended to provide vocational agriculture instructors with an up-to-date resource dealing with grape production in Washington. Addressed in the individual units of the guide are the following topics: the history of grape production; grape types important to Washington; site selection for a vineyard; establishment and production costs; propagation methods, nursery stock, soil preparation, and planting; fertilization and nutritional grape disorders; critical temperature and frost control; grape pests and pest control; methods to improve grape quality; training, pruning, and trellising; irrigation; harvesting; and processing and marketing. Each unit contains some or all of the following: introductory instructional text, a unit goal, unit objectives, a unit content outline, suggested activities, an information sheet, a list of references, transparency masters, a unit test, and answers to the test. A 28-item bibliography concludes the guide. (MN)

ED 255 776 CG 018 108

Claster, Daniel

Substance Abuse Awareness Telephone Survey. Community School District 22, Brooklyn, New York.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

PUB DATE- 82
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Alcohol Education; *Alcoholism; Antisocial Behavior; *Community Problems; Community Services; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; *Information Sources; Neighborhoods; *Public Opinion; Public Schools; Student Problems
IDENTIFIERS- Telephone Surveys

A random digit dialing procedure was used to administer a telephone survey to 335 adult residents of Community School District 22 in Brooklyn, New York. An interview schedule was developed to measure respondents' awareness of substance abuse in their neighborhoods and of local facilities for dealing with such problems. Respondents (N=125) whose households included school-aged children were asked about substance abuse in schools in a form parallel to the neighborhood survey. The findings indicated that respondents considered drug and alcohol abuse a significant community problem. Marijuana was the drug most frequently cited as the cause of problems, and beer was the most frequently cited alcoholic beverage. Respondents stated that personal observations formed the source for their opinions. Most respondents indicated that they had a fair amount or not much information about the effects of drugs and alcohol. Newspapers and television were the most frequently mentioned sources of information on the effects of both substances. Only 12 percent of all respondents reported knowledge about community health agencies dealing with drug and alcohol problems; even fewer knew of the efforts of law enforcement agencies, religious groups, and schools. About one-third of respondents expressed a willingness to attend a drug and alcohol education program if one were available. (The survey instrument and 17 data tables are included in the report.) (NRB)

ED 255 817 CG 018 149

Brown, Brenda H.
Youth Conference Handbook.
Washington County Board of Education, Hagerstown, Md.
PUB DATE- 84
NOTE- 35p.; Prepared at Williamsport High School, Maryland.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Conferences; Congenital Impairments; Evaluation Methods; Information Services; Pregnancy; Program Development; Program Guides; *Program Implementation; Secondary Education; *Youth Programs

This handbook is designed to provide practical aid to those who have charge of the planning and organization of a youth conference, Defined as a conference to provide practical information as well as information about possible responsibilities, risks, and consequences of actions, related to the chosen conference topic. Suggestions are given for the selection of a chairperson, getting initial support and approval, determining expenses and defraying costs, publicity techniques, choosing a site, establishing conference rules, and extending invitations to school and board of education officials. Criteria for choosing certain conference styles are explained and the basic formats of the lecture and seminar styles are described. Steps in registration are outlined, and suggested contents for packets of information for participants are detailed. The importance of accounting for students/participants is emphasized, and methods for accountability are detailed. Suggestions for preparing a conference evaluation instrument are given. An extensive appendix is included providing lists of speaker possibilities, sample letters to high schools explaining the conference, a sample conference program for parents, and a parent permission slip allowing teens to attend the conference. Blank registration and master registration forms are given along with a sample evaluation sheet and item analysis form. Color coded seminar question sheets and lists of questions compiled from the sheets are included. A sample formal conference program is also provided. Examples in the appendix are for a conference on teenage pregnancy and birth defects. (NRP)

ED 255 905 CS 008 027

Gentile, Lance

Using Sports for Reading and Writing Activities: Middle and High School Years. A Fun with Reading Book.

REPORT NO.- ISBN-0-89774-098-X
PUB DATE- 83
NOTE- 223p.; For a related document, see ED 233 022.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Athletics; *Content Area Reading; Elementary Secondary Education; High Schools; Integrated Activities; Language Skills; *Learning Activities; Middle Schools; *Reading Comprehension; Reading Instruction; *Study Skills; *Vocabulary Development; Word Recognition; Writing Instruction

Intended for teachers, parents, and middle and high school students, this workbook contains a variety of reading and writing activities directed at teaching and learning in the areas of word recognition, vocabulary, comprehension, and study skills. It provides an alternative to drill by presenting the activities in which sports-oriented students may use their experiences directly and become active participants in the reading process. Each activity is related to a specific sport and includes a statement of purpose, the materials needed for the activity, a discussion of the language skill addressed, and directions for completing the activity. (HOD)

ED 255 920 CS 208 814

Perl, Sondra; And Others
How Teachers Teach the Writing Process. Final Report.
City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 895p.; Sample fieldnotes containing handwriting (approximately 100 pages) will have very marginal reproducibility.
GRANT- NIE-G-82-0011
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Elementary Secondary Education; Ethnography; Inservice Teacher Education; Research Methodology; *Teaching Methods; *Writing Instruction; *Writing Processes; *Writing Research

Presented in this report are the results of a three-year case study designed (1) to document what happened in the classrooms of 10 teachers who were trained in a process approach to the teaching of writing, and (2) to provide those teachers with occasions to deepen their understanding of the process approach, by collaborating with them in the documentation of classroom practices and by assisting them in conducting small-scale basic research studies in their classrooms. The first part of the report describes the project as a whole, covering such topics as project objectives, the research site, the writing process orientation, the teachers, data collection methods, and research results. The second part contains supporting documents that include the following: 15 articles written by the teachers on classroom theory and practice, 3 of which are case studies; 5 articles written by the researchers for publication; 3 papers delivered at conferences; a list of conferences attended by study participants; and handouts from some of their presentations. (HOD)

ED 255 979 CS 504 928

Staley, Constance Courtney; Shockley-Zalabak, Pamela
Communication Proficiency and Future Training Needs of the Female Professional: Self-Assessment versus Supervisors' Evaluation.
PUB DATE- Feb 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Communication Skills; *Employer Employee Relationship; *Females; *Interpersonal Communication; *Interpersonal Competence; Occupational Surveys; Perception; Speech Communication

A self-administered communication proficiency and training survey was completed by 122 female professionals and 80 of their direct supervisors in a study that investigated the perceptions supervisors have of their female employees' communication proficiency. The questionnaire for the female professionals asked for assessment of their present level of proficiency and their future training needs for a variety of communication competency areas. The survey for supervisors requested a proficiency assessment and future training need identification for a specific subordinate participating in the research project. The categories for self- and supervisory evaluation were business writing, interviewing, group decision making processes, oral presentations, managing conflict, leadership/management techniques, interpersonal relationships, communications technology, listening, motivating people, handling grievances, giving directions, delegating authority, negotiating skills, and diagnosing organizational problems. Results revealed that in terms of communication proficiency, females and their supervisors agreed on three items: business writing, oral presentations, and communications technology. As for communication training needs, agreement was found on four items: interviewing, oral presentations, communications technology, and diagnosing organizational problems. (HOD)

ED 255 994　　　　　　　　　　　　EA 017 431

Srivastava, H. S.
Educational Research in India: A Review.
PUB DATE- 85
NOTE- 12p.; In: Research, Policy and Practice. World Yearbook of Education 1985. New York, Nichols Publishing Company, 1985. p113-24, (EA 017 423).
AVAILABLE FROM- Not available separately; see EA 017 423.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Educational Research; Foreign Countries; National Surveys; *Public Agencies; Research Needs
IDENTIFIERS- *India, *Research Trends

Educational research in India has suffered from some serious shortcomings in the past but is becoming more systematic, thorough, experimental, and sophisticated. In this chapter the activities of major agencies involved either wholly or partly in educational research in India are described; these agencies include the National Council of Educational Research and Training, the National Institute of Education Planning and Administration, the Directorate of Adult Education, the Central Hindi Institute, and the University Grants Commission. Reports follow on two surveys of educational research that divided the research done before 1973 and from 1973 to 1978 into 20 categories. Each of these 20 research areas is described. The strengths, weaknesses, and future of Indian educational research are considered briefly. (PGD)

ED 255 747 CE 041 292

Welliver, M. Margaret

A Handbook for Utilizing Volunteer Tutors in an Adult Basic Education Program. A 310 Special Project July 1, 1982 - June 30, 1983. Final Product. Volunteers in Public Schools/Adult Basic Education VIPS/ABE.

State College Area School District, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg Div. of Adult Education and Training Programs.

PUB DATE- 30 Jun 83

NOTE- 46p.; For a related final report, see CE 041 293. Prepared by the Continuing Education Program.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Adult Programs; Bibliographies; Evaluation; Program Development; *Program Implementation; Publicity; Recruitment; *Tutoring; Tutors; *Volunteers; *Volunteer Training

IDENTIFIERS- 310 Project

This handbook is designed to assist educators in establishing a project that uses volunteers as tutors in an adult education program. It is based on the experiences of a model project conducted by the State College Area School using Kiwanis volunteers. A section on recruitment/publicity lists the activities conducted and resulting publicity items. Section 2 on orientation, visitation, and training provides a list of activities in phases I and II as well as orientation and training formats suitable for adaptation, an evaluation form, and sample tutor schedule. Section 3 concerns tutor enrichment. It contains notes from informal support night sessions at which tutors shared experiences and a bibliography of materials made available to tutors. Evaluation is the focus of section 4. It summarizes evaluation activities in phases I and II and provides tutor/mentor and student evaluation instruments from both phases. A final listing cites activities, outcomes, and benefits from continuation of the State College Area School District project. (YLB)

ED 255 803 CG 018 135

Southern, Stephen
A Cognitive-Structural Approach to Counselor Supervision.
PUB DATE- 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; Cognitive Style; Communication Skills; *Counseling Theories; Counselor Educators; *Counselor Training; Interpersonal Communication; Models; Skill Development; *Supervisory Methods
IDENTIFIERS- *Cognitive Psychology; Self Efficacy; *Supervisor Supervisee Relationship

A cognitive-structural model for counselor supervision, derived from advances in cognitive psychology, is proposed for facilitating trainee conceptual development and self-efficacy. Within the model, there are recommendations for matching structure in the supervisory relationship to the conceptual complexity and self-efficacy levels of the counselor-in-training. Matching is accomplished through strategies designed to strengthen conceptual schemata and enhance communication, such as empathy and self-as-a-model, and to create cognitive dissonance and promote conceptual development, such as confrontation and dialectic. Cognitive-structural supervision is discussed in terms of personal practice theory construction. The Freud-Jung relationship is treated as an example of an incompletely developed supervisory relationship. The ultimate aid of supervision according to the proposed approach is existential-developmental collaboration and equity in supervision. (Author)

ED 255 831 CG 018 163

Suggs, Patricia K.; Kivett, Vira R.

The Impact of Daughters' Employment on Support Given to Older Parents.

SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.

PUB DATE- Nov 84

NOTE- 11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Daughters; *Employed Women; Family Structure; Health; *Helping Relationship; Marital Status; *Older Adults; *Parent Child Relationship; Parents; Place of Residence

The immediate family of an elderly person is often a major social support, and the major responsibility for care of the aged has fallen traditionally to female family members. Since more women today are working, they may have less time for such family responsibilities. To examine the effects of daughters' employment on their helping behaviors toward elderly parents, data from a sample of adults (N=321) living in a rural transitional area were analyzed Only respondents with daughters were included. Parents (N=142) completed questionnaires covering general information, work and retirement, health, family, activities and roles, and subjective well-being. A multiple regression analysis of data revealed that employment patterns of daughters were of no relative importance to the helping behaviors given to older parents, when several physical and social variables were controlled (sex, age, marital status, self-perceived health, parent's ability to get around; residential propinquity; filial expectations; and daughter's marital status). Marital status of the parent and filial expectations had a positive relationship with helping behaviors given by daughters, while residential propinquity and the parent's ability to get around were inversely related to helping behaviors. (NRB)

ED 255 860 CS 007 921

Pappas, Christine C.

Scaffolding: Observing and Responding to Young Children Learning to Read by Reading.

PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; *Child Language; Early Reading; Language Acquisition; *Language Processing; *Learning Theories; Parent Role; *Prereading Experience; Preschool Education; Reading Comprehension; Reading Instruction; *Reading Readiness; *Reading Research; Teacher Role
IDENTIFIERS- *Scaffolding

The concept of scaffolding can be used as a framework to argue that a "rich interpretation" in child language is needed in the area of early literacy learning. Child language is the reading-like text language of "prereading" kindergarten children. Two threads (internal and external) of the scaffolding process have been identified. The external thread describes how the linguistic community arranges speech encounters so that the young speaker can get a hold on how to make his or her intentions clear and how to penetrate the intentions of others. The internal thread is concerned with how communicative intent is successively transformed through negotiation into increasingly powerful linguistic procedures. After reading picture storybooks to kindergarten children, the children were invited to "read" the books. The readings indicated that children are active learners and that as the children continue to read, they construct texts that are closer to the structure the author has used. These findings suggest that the definition of reading needs to be expanded and perhaps even altered, and that what young children should and could be doing in the name of reading should be reconsidered. (Excerpts of some of the children's "readings," and analyses of these readings are included.) (DF)

ED 255 874 CS 007 988

Adams, John
Refinements in Teaching Comprehension: Who Should Ask the Questions?
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Illinois Reading Council (17th, Peoria, IL, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Research; *Teaching Methods

A field study tested a teaching method to increase comprehension by instructing students about the nature of questions and the "art" of composing good comprehension questions. The eight guidelines on which the method was developed included (1) making students aware of the purpose of such questions; (2) explaining to students that there are three kinds of questions: literal, inferential, and judgmental; and (3) working with students on developing questions before letting them work on their own. When tested in primary, middle, and junior high grade levels, the technique appeared to have many benefits. Both students and teachers responded enthusiastically to the procedure. The questioning method increased interest, participation, and comprehension ability. Teachers who had taught the same basal reading program for five years reported that their experimental groups attained the best scores ever on unit tests. (HTH)

ED 255 889 CS 008 004

Fimiani, Guy T.
An Analysis of Vocabulary and Comprehension Subtests of Two
  Standardized Tests on the Ninth Grade Level.
PUB DATE- May 85
NOTE- 44p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Comparative Analysis; Grade 9; Measures (Individuals); Readability; *Reading Achievement; *Reading Comprehension; *Reading Research; Secondary Education; *Standardized Tests; Test Reviews; *Vocabulary Skills
IDENTIFIERS- California Achievement Tests; Minimum Basic Skills Test

To determine why ninth grade students taking the "Minimum Basic Skills Test" (MBST) and the "California Achievement Test" (CAT) performed differently in relation to reading achievement, a study investigated whether the noted discrepencies in reading achievement on the tests were due to differences in vocabulary and comprehension (skills and readability) inherent in both tests. Subjects, 180 high school freshmen, were given the two tests in the spring of 1984. Readability on the comprehension passages of both tests was determined using the Fry Readability Formula. The analysis of the grade level of vocabulary items on both tests was made using the Harris-Jacobson Core List. Both tests were also examined to determine the skills being assessed as measures of comprehension. In addition, a correlation of the results of the tests was made to determine the percent of variance accounted for and, finally, significant differences between the adjusted means of the test measures were made. The results supported three conclusions: (1) there were some similarities between readability and skills assessed on both tests, but marked differences also existed; (2) the difficulty level of the words in the vocabulary subtests was considerably higher on the CAT than on the MBST; and (3) the two tests measured reading of different kinds. (Extensive tables of data are appended.) (HOD)

ED 255 949 CS 208 913

Duke, Charles R., Ed.; Jacobsen, Sally A., Ed.

Reading and Writing Poetry: Successful Approaches for the Student and Teacher.

REPORT NO.- ISBN-0-89774-031-9

PUB DATE- 83

NOTE- 266p.

AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($19.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Creative Writing; *English Instruction; Higher Education; *Literature Appreciation; *Poetry; Reading Skills; Writing Skills

Intended for the high school and college reader, this collection of essays from poets, teacher-poets, and classroom teachers presents the available resources for making poetry in the classroom a varied, pleasurable, and intellectual experience. The collection is divided into three sections. In the first section, some perspectives on what poetry is and how it comes into existence are provided. The second section focuses on classroom approaches that make poetry accessible to students, and the third section deals with resources that go beyond the conventional materials usually found in the classroom: popular music; ethnic poetry; connections among art, film, and poetry, methods for publishing student poetry; and sources of poetry beyond the traditional literature anthology. (EL)

ED 255 964 CS 504 902

Ray, Eileen Berlin; And Others
Communication Networks and Job Stress among Teachers.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Coping; Elementary Education; Interaction; *Interpersonal Communication; *Social Networks; *Stress Management; *Teacher Burnout

To determine how integration in informal communication networks may mediate job stress and burnout, data were collected from two public elementary schools in the South at two points in time, with a three-week interval between collections. Questionnaires were completed by teachers at the beginning of a staff meeting. An individual's integration in a network was determined by the frequency of his or her contact with colleagues within each network. Thus, the greater the frequency of communication with more system members, the greater the integration in that network. The system was defined as the teachers and principal. The results indicated that for school 1, positive relationships were found for integration in the job and innovation networks, with frequency of stress, and for the social and innovation networks, with intensity of stress. The more these teachers talked with their colleagues about these topics, the greater their stress. In school 2, however, no significant relationships were found between integration in any of the networks and frequency or intensity of stress. For both schools there was no relationship between integration of any of the communication networks and burnout. (HOD)

ED 256 024 EA 017 647

Block Grants Brought Funding Changes and Adjustments to Program Priorities. Report to the Congress.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-85-33

PUB DATE- 11 Feb 85

NOTE- 34p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; Educational Policy; Elementary Secondary Education; *Federal Aid; *Federal Programs; Government School Relationship; Politics of Education; *School Funds; School Support; State Aid; *State Federal Aid

IDENTIFIERS- Omnibus Budget Reconciliation Act 1981

This report, one of a series, analyzes states' decisions on how to use block grant funds. Under block grants, states obtained greater decision-making authority to set program priorities and determine the use of funds than they had under the prior categorical programs. At the same time, federal appropriations to states under block grants were generally less than under the former programs. Accordingly, states employed three major strategies during 1982 and 1983 to mitigate the effect of initial federal funding reductions that occurred in most block grants. These included (1) taking advantage of available funds from the prior categorical programs, (2) transferring funds from among block grants, and (3) increasing the use of state funds. However, the applicability of these strategies varied by block grant. Overall, program areas that had been funded under the categorical programs continued to receive support under the block grants, though changes in funding patterns emerged as states established their own priorities in dealing with limited funds. An appendix lists General Accounting Office (GAO) reports issued to date on implementation of block grants. (TE)

ED 256 038 EA 017 662

Simon, Paul
Education Cuts Don't Heal.
PUB DATE- 27 Jan 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Block Grants; Compensatory Education; *Educational Trends; Elementary Secondary Education; *Federal Aid; *Federal Government; *Federal Programs; *Futures (of Society); Government School Relationship; Racial Integration; Vocational Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; Emergency School Aid Act 1972

The effects of cuts in the federal education budget during the Reagan Administration and the outlook for the future for education programs during the next 4 years are discussed in this speech by a U. S. Senator. The current status of the following programs is compared to their status in 1980: Chapter 1, Chapter 2, bilingual education, vocational education, and other programs. Massive new education programs should not be expected in the future, but there will be adjustments in ongoing programs to make them more effective and to help them serve more children, and a few initiatives in response to trends and needs. The American Defense Education Act is one such needed bill. (DCS)

Pejza, John P.
The Catholic School Principal: A Different Kind of Leader.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (St. Louis, MO, April 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administration; *Administrator Role; Catholic Educators; *Catholic Schools; Culture; *Educational Environment; Educational Objectives; High Schools; Leadership Qualities; *Leadership Responsibility; Leadership Styles; *Principals; Religious Education; *School Effectiveness; Teacher Motivation
IDENTIFIERS- *School Culture

Catholic educators want students to do their best academically and become good Catholics. Challenges that make this goal difficult to accomplish include a changing environment within the Catholic school: staffs that were almost entirely composed of priests or religious are now almost entirely lay, and the tension between the school as an educational institution and the school as a faith community has increased. In addition, both public and Catholic schools experience the loose coupling between the work of the principal and the effectiveness of the school. Finally, high schools are more diversified than elementary schools, academically and geographically. A Catholic school principal must provide both academic and religious leadership to have an effective Catholic school. A principal can help to make a school a more effective environment by working to develop its distinctly Catholic culture. The keys to leadership are vision and inspiration. To develop a school culture, the principal must be committed, purposeful, and involved in managing the values of the school; painstaking in the hiring and development of teachers; and adept at building coalitions with competing constituencies to reach desired goals. (MLF)

Kiser, Chester

Planning Educational Small Computer Systems.

PUB DATE- 19 Oct 84
NOTE- 14p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Oriented Programs; Educational Administration; *Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); *Microcomputers; Models; Organizational Development; *Systems Analysis; Systems Approach; *Systems Development

This paper defines problems of school officials in dealing with the new information society, and suggests a planning framework applicable to the design of school and district microcomputer systems. Educators' problems in addressing the demands and opportunities of the emergent information society include inadequate comprehension of a major shift in societal values and a lack of skills in computer technologies, systems analysis, and planning. Accordingly, a systems-based planning framework is described that might focus school administrators' efforts to conceive and implement a comprehensive microcomputer system. This framework consists of administrative components (purposes, policies, organizational structure, procedures, and feedback control) and computer system components (people, applications, software and supplies, and hardware). This suggested planning framework is illustrated through concrete examples of the application of each of the model's administrative components to its computer components. Seven principal ideas for adapting schools to a computer driven society are summarized at the end. References are included. (TE)

ED 256 081 EA 017 765

Annual Evaluation Report: Fiscal Year 1984.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- 84
NOTE- 344p.; For 1983 evaluation, see ED 240 747.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; American Indian Education; Bilingual Education Programs; Block Grants; Categorical Aid; Early Childhood Education; *Educational Assessment; Educational Improvement; Educationally Disadvantaged; Educational Objectives; Educational Research; Elementary Secondary Education; Equal Education; Federal Aid; Federal Legislation; *Federal Programs; Government School Relationship; Libraries; Minority Groups; Postsecondary Education; *Program Descriptions; Program Effectiveness; *Program Evaluation; Rehabilitation Programs; Special Education; Vocational Education
IDENTIFIERS- General Education Provisions Act 1974

This 14th annual report to Congress provides program-by-program summaries of evaluative information on federally funded education programs for fiscal year (FY) 1984. Each entry is divided into three major sections: (1) program profile, covering legislation, recent funding history, purpose, eligibility, and other information on requirements; (2) response to congressional mandates in the General Education Provisions Act (GEPA), section 417(a), containing information specified in the mandate, such as program goals, progress and accomplishments, cost effectiveness, plans for improvement and legislative recommendations, supporting studies, and data on participants; and (3) response to GEPA 417(b), containing summary information on evaluation contracts. Program descriptions are grouped under the following Department of Education jurisdictional headings: (1) Office of Elementary and Secondary Education, (2) Office of Bilingual Education and Minority Languages Affairs, (3) Office of Special Education and Rehabilitative Services, (4) Office of Vocational and Adult Education, (5) Office of Postsecondary Education, and (6) Office of Educational Research and Improvement. An index is provided, along with an appendix listing evaluation contracts active in the Office of Planning, Budget and Evaluation during FY 1984. (TE)

ED 256 096 EC 172 094

Frank, Grace
Alleviating Auditory Figure-Ground Disability in Kindergarten and First-Grade Children Using Rehabilitative and Nonrehabilitative Techniques.
PUB DATE- 84
NOTE- 121p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Discrimination; *Auditory Training; Inservice Teacher Education; Intervention; *Learning Disabilities; *Mediation Theory; Primary Education
IDENTIFIERS- *Auditory Figure Ground; *Verbal Mediation

The paper examines the problem of auditory figure ground confusion, usually indicated by distractibility, inability to follow directions, and/or inability to comprehend word meanings. A practicum was designed to teach kindergarten and first grade teachers to alleviate the auditory figure-ground disability. Author-produced cassette tapes emphasizing verbal mediation, stress on directions, and specific temporal and spatial concepts in a number of settings were used with 29 children. Pre- and post-tests indicated that 24 (82.8%) of the children met or exceeded the target goal. It was concluded that verbal mediation may be easily and quickly taught to young children, and that children who know how to mediate and comprehend basic words can overcome the auditory figure-ground disability, and may never require special help. Eight pages of references and bibliography are included. Numerous appendices provide questionnaires used with parents and teachers, lesson and activity schedules, management suggestions for teachers and a resource list for tests and materials. (CL)

ED 256 111 EC 172 509

Jones, Renai
Feeding Workshops for Feeders of Physically Handicapped Infants and Preschoolers.
PUB DATE- Mar 84
NOTE- 103p.; Ed.D. Practicum 1, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Daily Living Skills; Infants; *Physical Disabilities; Preschool Education; *Teacher Aides; *Workshops

This practicum addresses the lack of participation, background knowledge and feeding techniques by parents, teachers and aides (feeders) at the Association for Retarded Citizen's (ARC) preschools and intervention programs in Palm Beach County (Florida). Three feeding workshops were presented to improve knowledge and feeding techniques of parents, teachers, and aides in a preschool program for physically handicapped students. The workshops centered on normal feeding development, abnormal feeding development, and techniques for feeding the physically handicapped child. Thirty feeders completed questionnaires four weeks after the last feeding workshop. One hundred percent of the feeders noted some improvement in the feeders' skills and the child's eating skills, 80% found improvement in all areas listed on the questionnaire, and 54% of the children's skills improved in all areas listed on the questionnaire. The low percentage of improvement in the children's eating skills was attributed to insufficient time allowed for progress to be observable. All the feeders requested future demonstrations and sessions on feeding skills for the physically handicapped. (Author/CL)

ED 256 127 EC 172 528

Noonan, Mary Jo; And Others

Social Skills Curricular Strategy for Students with Severe Disabilities.

Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 83
NOTE- 155p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Interpersonal Competence; *Leisure Time; *Mainstreaming; Peer Acceptance; *Severe Disabilities; Student Attitudes; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Hawaii Integration Project

Part of a series on the Hawaii Integration Project designed to facilitate integration of severely handicapped students, this guide presents strategies for leisure time integration. Following a discussion of rationale and assumptions in chapter 1, chapter 2 presents the interactive curricular model which views social competence as determined by social skills in conjunction with task skills needed to function in the community and satisfy basic human needs. Chapter 3 outlines an assessment process which includes the following steps: (1) identification of desired roles and environments, (2) observation of the student's present routines and activities, (3) discrepancy analysis of what is desired and what is occurring, (4) selection of the critical routines and activities, and (5) examination of the social skills embedded in the routines and activities to determine appropriate instructional objectives. The final chapter considers instructional strategies, with discussions of objectives, curriculum sequencing, and instructional programs (subdivided into antecedent, response, and consequence components). (CL)

ED 256 143 EC 172 544

Careers in Service to Exceptional Individuals.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 31p.

CONTRACT- 400-84-0010

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($4.00, Publication No. B702).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Administrators; Ancillary School Services; *Careers; Counselors; *Disabilities; Elementary Secondary Education; Occupational Therapists; Physical Therapists; *Special Education; *Special Education Teachers; *Specialists; Therapists

The manual is intended to provide an overview of career working with exceptional persons. An introduction reviews basic terms and summarizes types of disabilities. Section II focuses on careers in the schools, with information on roles and training of special education teachers, teacher aides, administrators and supervisors, college faculty, and teachers of gifted students. Among health-related professionals covered are physical therapists, occupational therapists, rehabilitation counselors, and creative arts therapists. The importance of understanding disabilities in any occupation is emphasized. A final section lists resources for more information on careers. (CL)

ED 256 159 FL 014 964

Luce, Louise Fiber
Reading Literature Cross-Culturally: Albert Camus' "L'Etranger."
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Cross Cultural Studies; Ethnic Bias; *French Literature; *Literature Appreciation; Role Perception; *Social Values; Student Attitudes; *Twentieth Century Literature
IDENTIFIERS- Camus (Albert)

With America's growing commitment to global education and intercultural understanding, one option for reading foreign literature is to study the text from a cross-cultural perspective, decoding the cultural assumptions both in the work and in the reader's perceptions of that work. Contrasting elements of the French and American value systems, of the languages themselves, the constructs of role expectations and their variations, and the perception of past and future shows how communication interference or misreading of a French text by an American student can occur. "L'Etranger" by Albert Camus is an appropriate work to demonstrate cross-cultural reading because it is stylistically, thematically, and historically a classic. It offers a cross-cultural appreciation of several structures including the importance of tradition, the use of models, the privileged place of deductive reasoning, culture-bound role expectations, action chains, sensory overload, nonviolent signs of aggression, and the notions of honor, family, and ego. (MSE)

ED 256 173 FL 015 000

Adger, Carolyn Temple
Improving Conversational Engagement in the Culturally Diverse Classroom.
PUB DATE- Mar 85
NOTE- 26p.; Paper presented at the Annual Ethnography in Education Research Forum (6th, Philadelphia, PA, March 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Problems; *Communication Skills; *Cultural Pluralism; Elementary Education; Ethnography; Grade 1; Group Dynamics; *Grouping (Instructional Purposes); *Intercultural Communication

A study of communication in a culturally diverse first grade classroom focused on one discourse device, conversational repair, and its use with one kind of conversational difficulty, protest sequences, or arguments. The data collected concerned the children's use of either non-response or conversational engagement following a fellow student's protest, and the evolution of this use in the course of the school year. The non-response frequency curve across the school year suggests that protesting is constrained by a solidarity factor, affected in this case by the classroom seating arrangement and changes made in it. When solidarity is low, as at the beginning of the year or after a seating change, protest is not called for, but when solidarity is high, protest occurs and conversational engagement increases over non-response. It is suggested that if the solidarity concept is extended to include shared culture, it is apparent that cross-cultural conversations are less eligible for the repair they are likely to require because the participants lack shared culture. The implications for culturally diverse classrooms include the suggestion that teachers group children in a way that they will spend a lot of time working and talking with children from culturally contrasting backgrounds, to establish ties enabling them to repair conversations. (MSE)

ED 256 187 FL 015 051

Erickson, Frederick
The Politics of Speaking: An Approach to Evaluating Bilingual-Bicultural Schools. Bilingual Education Paper Series, Vol. 1, No. 6.
California State Univ., Los Angeles. Evaluetion, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Jan 78
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; *Educational Environment; Evaluation Criteria; *Evaluation Methods; *Language Usage; Multicultural Education; *Program Evaluation; *Social Reinforcement; Sociolinguistics

A method of evaluating bilingual-bicultural education programs that has a sociolinguistic basis uses samples of the language spoken by a number of bilingual program students as they go through their school day. A random sample of the child's speech would be continuously recorded for an hour, with a bilingual observer taking running notes on where the child was and what he was doing while speaking. The observer would later code the language forms the student, teachers, and peers used to identify the "social punishment" administered intentionally or unintentionally. The costs would be greater than those of administering standardized tests, but not more than other observation methods. The major advantage of this method is that it provides direct measures of the actual speech behavior relevant to program effectiveness in language maintenance, and it also allows staff to hear their own and students' school talk as a basis for formative evaluation and inservice training. (MSE)

ED 256 201 HE 018 235

Douglas, Joel M., Ed.
Unionization among College Faculty, January 1-December 31, 1984.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 85
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Comparative Analysis; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; Trend Analysis; Two Year Colleges, *Unions
IDENTIFIERS- Public Colleges

Information on institutions engaged in academic collective bargaining with recognized bargaining units in 1984 is presented. Attention is directed to agents elected, no-agent elections, decertifications, strikes, and legislation, and first contracts signed. 1984 was a year of stability with slight increases in academic collective bargaining. The number of contracts in place increased by 2, and the number of bargaining agents rose from 417 in 1983 to 429 in 1984. Both the number of recognized agents and collective bargaining agreements in place, as well as the total numbers of represented faculty, are at an all time high. The number of collective bargaining agreements in place is 395 signed contracts representing 830 campuses as of December 31, 1984. Several possible reasons for this increase include: greater effort in organizing activity by the three national unions, enactment of the 1984 enabling legislation in Ohio and Illinois, a rise in the number of middle-level administrators opting to bargain in separate units, and fewer no-agent and decertification votes. The greatest increase in unionization occurred in public institutions; union organizing in the private sector was virtually minimal. Several brief news notes on collective bargaining conclude this thematic newsletter. (SW)

ED 256 215 HE 018 249

Showcase for Excellence: Developing Models to Enhance the Teaching Profession.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Jan 85
NOTE- 11p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Agency Role; *Educational Change; *Education Majors; Higher Education; Improvement Programs; *Models; Position Papers; *Preservice Teacher Education; Professional Associations; Schools of Education; State Colleges; State Programs; Statewide Planning; *Teacher Education Curriculum; *Teaching (Occupation)
IDENTIFIERS- *American Association of State Colleges and Univs

A proposal for developing models to enhance the teaching profession is described, along with the 1983-1984 activities of the Task Force on Excellence in Education of the American Association of State Colleges and Universities (AASCU). The Task Force proposed that during the 1984-1985 academic year AASCU should conduct a competition among its member institutions for the development of program models in eight categories requiring initiatives and innovation in the teaching profession. The eight categories are as follows: attracting more talented students as majors in the field of education; developing more innovative teacher preparation curricula; strengthening relationships with local school districts; building and sustaining new strategies for involving the university in teaching preparation programs and enhancing the institutional climate for teaching and learning; creating new strategies for ensuring the quality of education graduates; initiating innovative applied research projects in education and disseminating the findings within the institution and to other schools; discovering new ways of training teachers to deal with disadvantaged youth; and providing professional leadership to influence state policies affecting the field of teacher education. (SW)

Pittman, Von V., Jr.

The Future of Independent Study: New Roles, Markets, and Expectations.

PUB DATE- 15 Apr 85
NOTE- 26p.; Paper presented at the Annual Conference of the National University Continuing Education Association (Louisville, KY, April 15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Students; *Continuing Education; *Correspondence Study; *Distance Education; Educational Change; Financial Problems; Futures (of Society); General Education; Higher Education; *Independent Study; *Labor Force Development; Long Range Planning; School Business Relationship; Technological Advancement; Trend Analysis
IDENTIFIERS- Research Universities

Developments that will affect the continuing education field are discussed, with attention to the technology explosion, economic pressures, and modifications in the work force. The problem of short-term management orientation is addressed, along with the issues of state regulation of higher education and the use of telecommunications. If independent study offices are to survive on research-dependent campuses, they must accept as fact the primacy of research, at least at large state universities, as well as the importance of forming partnerships with business and industry. The independent study method is suited well to provide general education and to develop basic learning skills in private sector employees. Distance learning formats in graduate and professional education may also be needed. It is suggested that correspondence educators will adopt new high tech delivery systems as they become cost effective. Less standardization in internal regulations and operations is projected, while profound changes in philosophy are likely. Additional predictions include: women will become even more important as potential students; and correspondence study will remain an ancillary enterprise at the university level. (SW)

ED 256 243 HE 018 278

Horowitz, Stephen M.; And Others
Wellness Intervention Effects on Lifestyle, Attitudes and Stress.
SPONS. AGENCY- Michigan Univ., Ann Arbor.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Aerobics; *Attitude Change; College Faculty; *Exercise; Faculty Workload; Health; Higher Education; *Intervention; Job Satisfaction; Physical Fitness; Psychological Patterns; *Relaxation Training; Self Esteem; *Stress Management; *Well Being
IDENTIFIERS- *Health Promotion

The effect of an on-site health promotion program on lifestyle behavior, health, attitude, and stress was studied with 41 university faculty and nonacademic administrators. The participants were administered a maximal graded exercise tolerance test, hydrostatic weighing, and the Lifestyle Analysis Questionnaire. While 32 staff were assigned to an intervention group (I) that attended a wellness program 3 times per week for 12 weeks, 9 staff constituted the control group (C) and followed their regular exercise schedule. The wellness intervention consisted of an aerobic exercise class, lifestyle educational literature, and progressive muscle relaxation. After the 12 weeks, the I and C groups completed a retrospective Lifestyle Activity Patterns Questionnaire in addition to the pretests. While no changes were observed for the C group, lifestyle behaviors improved for the I group, including significant differences for body cathexis, symptoms, and job satisfaction. Between-group differences were observed for tolerance to overload, self-esteem, and symptoms. The positive moderator and strain changes that occurred as a result of the intervention have effects on employee quality of life, and costs related to premature morbidity and mortality. (Author/SW)

ED 256 258 HE 018 322

Planning Post Secondary Education for Nebraska through Telecommunications.

Nebraska Univ., Lincoln. State Univ. of Nebraska.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 72
NOTE- 175p.
GRANT- OEG-0-72-0457
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Credits; College Planning; *Distance Education; Educational Media; *Experiential Learning; Government School Relationship; Higher Education; Nontraditional Education; Prior Learning; Program Descriptions; *Program Development; Program Implementation; Program Proposals; Questionnaires; Resource Centers; *State Universities; *Statewide Planning
IDENTIFIERS- *State University of Nebraska

The planning and implementation of a multimedia college program for Nebraska are described. In addition to providing background information on the State University of Nebraska (SUN) project and the staff involved, the July 1971 proposal and a position paper outlining a plan for evaluating experiences other than formal credit courses are included. Results of a phone and mail survey, the Clientele Study, are also presented to summarize the contacts made with colleges and state agencies. Objectives of The SUN proposal include: offering freshman and sophomore courses through a nonresidential curriculum; using a multimedia approach to course presentation; establishing regional resource centers where students could review materials, work at their own pace, and receive assistance; and provide for the evaluation of other nonacademic experiences for college credit. The position paper by Robert D. Brown is entitled "Nebraska College Equivalency Program for the Evaluation of Learning Obtained from Life Experiences for College Credit: Proposed Model and Strategies." Extensive appendices include: information on consultants and activities, case illustrations, brochures, questionnaires, time lines for course development, and statewide reactions. (SW)

ED 256 272 HE 018 338

MacKenzie, Bonnie L.
Academic Performance of Intercollegiate Athletes, University of California, Davis.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Sep 81
NOTE- 12p.; Master's Degree Project Paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Athletes; College Graduates; *College Students; Comparative Analysis; *Grade Point Average; Higher Education; Institutional Research; Intercollegiate Cooperation; *Males; *Open Enrollment; Selective Admission; State Universities
IDENTIFIERS- *College Athletics; *University of California Davis

The academic performance of intercollegiate athletes at the University of California (UC), Davis, was studied, using graduation rates and grade point average (GPA) as performance measures. Comparisons of academic performance of athletes and other UC Davis undergraduates were also made. Of 1,042 male athletes during 1970-1979, 63 percent were regular admission students, 13 percent were special admission students (had not met the university's admission requirements), and 24 percent were unclassified. It was found that graduation rates of the athletes were high. Of the regularly admitted athletes during 1968-1973, 79 percent graduated, compared to 62-66 percent of regularly-admitted male students who were not athletes. For specially-admitted students, 57 percent of male athletes graduated during the 6-year period, compared to 39 percent of male nonathletes. At the end of 2 years of college work, cumulative GPAs of the intercollegiate athletes were comparable to those of male students in general. Among the specially-admitted males, athletes had slightly higher grades than male students in general. Three sports had high percentages of specially-admitted students: football, basketball, and baseball. (Author/SW)

IR

ED 256 286 IR 011 535

Kelleher, Kathleen
Tele-Education: Teaching over the Telephone with Slow-Scan Video.
Colorado Video, Inc., Boulder.
PUB DATE- 83
NOTE- 11p.; A special issue of Teleconference.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Higher Education; *Information Networks; Instructional Innovation; Interaction; *Library Cooperation; *Medical Education; Program Descriptions; Rural Education; *Teleconferencing
IDENTIFIERS- *Slow Scan Television; Two Way Television

This report describes educational applications of slow-scan television (SSTV) teleconferencing, which uses a video signal generated from a standard, low-cost, industrial television camera and compressed to a bandwidth suitable for transmission over telephone lines. Following a brief explanation of the capabilities of SSTV and the required equipment, project descriptions illustrate the educational advantages of SSTV. Projects noted include (1) elementary and secondary programs in South Bend Indiana and Hancock, Michigan; (2) programs at the University of Wisconsin, Yuba College (California), California State University at Chico, Colorado State University Colby Community College (Kansas), the University of Hawaii, Northwestern University (Illinois), and the Massachusetts Institute of Technology; (3) library research programs of the Federal Library Committee and the University of Cincinnati Medical Center Library; and (4) medical teaching and consultation at the University of Toronto and the Memorial University of Newfoundland. Advantages of SSTV addressed include its ability to visually enhance instruction; make available specialized courses that are often inaccessible; meet specific local educational needs without the production expense of regular television; and make scarce and/or distant intellectual and research resources and personnel available to a wide audience. (LMM)

Computer Technologies and Consumer Information. Interactive Videotex Systems. Report by the Committee on Consumer Policy.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12389-X
PUB DATE- 82
NOTE- 39p.
AVAILABLE FROM- Organization for Economic Cooperation and Development (OECD), Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computers; *Consumer Economics; *Economic Factors; Foreign Countries; *Information Networks; Legal Problems; *Marketing; Merchandise Information; Policy Formation; Social Influences; *Telecommunications
IDENTIFIERS- Canada; France; Germany; Japan; Netherlands; United Kingdom

This report focuses on the consumer information potential of computerized telecommunication systems, their possible advantages and drawbacks for the consumer, and the new policy issues created by the new medium, i.e., the possible economic, social, and legal implications for consumers. Topics addressed include the main features of the new communications technology, the present situation of consumer information, the consumer information content of commercial advertising, and consumer information and information needs. Computerized interactive videotex projects launched in Canada (TELIDON), France (TELETEL), Germany (BILDSHIRMTEXT), Japan (CAPTAIN), the Netherlands (VIDITEL), and the United Kingdom (PRESTEL) are discussed individually. Problem areas of videotex are also addressed, e.g., the consumer issues of cost, system access, and acceptance, and legal problems concerning both the information function and operational facilities. Annexes include a discussion of the use of PRESTEL in a United Kingdom consumer advice center and a review of the test service in the first stage of the CAPTAIN system in Japan. (LMM)

ED 256 314 IR 011 634

Gagnon, Renaud

New Trends for New Needs in Instructional Technology: Theory and Development.

PUB DATE- Jan 85

NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *Case Studies; Evaluation Methods; Foreign Countries; *Models; Program Evaluation; *Research Methodology; *Research Reports

IDENTIFIERS- *Quebec

A case study of an educational action research oriented project in Quebec--a continuing education project at the elementary level (EPEL)--is described to show the contributions of the case study method to human development, needs assessment, curriculum development, and innovative teaching. The case study method is suggested as a means to pinpoint the essential conditions of some aspects of action research. An introduction addresses the difficult challenge of conducting an educational action research project, and the case study is presented as a tool for planning and analyzing data. An example is provided of the use of a macroscopic view in a case study which focuses on the socio-historic context of projects and specifically addresses Quebec education in the 1970s, pedagogy in Quebec, and educational research during the 1960s in Quebec. The microscopic view is then explained and illustrated. This part of the study deals with the project history, objectives, ideology, human resources, physical circumstances, and participants: parents, students, teachers, principal, and school board administrators. The vertical and horizontal reading of a matrix that combines the main points gathered from interviews with the participants is discussed. Twenty-six references are listed. (LMM)

ED 256 329 IR 011 649

Olson, Janet S.
A Study of the Relative Effectiveness of Verbal and Visual Augmentation of Rate-Modified Speech in the Presentation of Technical Material.
PUB DATE- Jan 85
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Audiotape Recordings; College Students; *Illustrations; Instructional Improvement; Instructional Materials; *Intermode Differences; Media Research; *Recall (Psychology); *Spatial Ability; *Speech Compression; Technical Writing
IDENTIFIERS- Compressed Audiotape Recording; Instructional Effectiveness; *Rate Controlled Speech

The relative effectiveness of verbal and visual augmentation of rate-modified speech in the presentation of technical material was investigated. Subjects were 40 graduate students who used instructional materials consisting of normal and compressed audiotape versions of the Dwyer heart script, printed copies of the script, and black and white simple line drawings. Treatments were either normal version/no augmentation, compressed version/no augmentation, compressed version/text augmentation, or compressed version/visual augmentation. Posttests measured achievement in spatial restructuring, recall of specific information, spatial analysis, and interrelationships of information. Findings indicate that compressed messages do not differ in instructional effectiveness from normal rate messages for presenting technical information. However, compressed and normal speed materials are not equally effective in facilitating student achievement of different instructional objectives. The rate of presentation that is most effective in presenting information is dependent upon the type of learning task, and the effectiveness of text or visual augmentation to a compressed passage is dependent upon the required instructional task. A 19-item bibliography is included. (Author/LMM)

ED 256 344 IR 011 664

Wilson, Brent G.
Tying It All Together: Synthesizing Strategies for Computer-Based Instruction.
PUB DATE- Jan 85
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Computer Graphics; *Courseware; Cues; Design Requirements; *Instructional Design; Interaction; Research Needs; *Synthesis

Computer based instruction (CBI) is composed of individual frames viewed one at a time. Compared to a typical textbook, CBI restricts the adult learner's capacity to access information from different parts of the lesson and to view complex presentations. Designers of CBI must compensate for these limitations by making a concerted effort to synthesize or tie together content parts, resulting in a coherent, stable cognitive structure in the learner's mind. Synthesizing strategies include: (1) using hard copy adjunct aids such as diagrams, figures, and content outlines; (2) implementing learner control features such as the menu and HELP options; (3) using graphic synthesizers such as lesson maps, diagrams, and other figures to periodically orient the learner toward the content structure; (4) using animation, graphics, sound, and timing to highlight structurally central content parts; (5) using verbal synthesizers such as analogies, stories, and advance organizers to relate content to familiar experience, and (6) providing integrated practice and other opportunities allowing the application of multiple skills to complex problems. This report concludes by relating research on CBI strategies to a framework for instructional science and discussing potential research questions. (Author/LMM)

ED 256 359 IR 051 101

Humes, Robert W.
A Comparison of the Investigation and Curriculum Necessities of the Department of Sociology at Ball State University with Bracken Library Resources. A Research Paper.
PUB DATE- May 84
NOTE- 22p.; Proposal for a student research paper, Ball State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *College Faculty; Comparative Analysis; Departments; Educational Resources; Higher Education; *Information Needs; *Library Collections; Library Materials; Library Research; *Library Services; *Periodicals; Research Methodology; *Sociology
IDENTIFIERS- *Ball State University IN

This paper outlines the procedures for a study that will focus on the information needs of the 12 Department of Sociology faculty members at Ball State University. By comparing needs of the sociology department with current holdings in the library, deficiencies in monograph and serial holdings are expected to be identified. Needs are defined here as the primary information sources students use to complete their coursework and the materials containing in-depth knowledge conducive to faculty research. Among the questions to be considered are whether the sources listed in course bibliographies of the Department of Sociology are available in Bracken Library, and whether the serials and monographs cited in the publications of current faculty members are available in the library. Following a review of the related literature and a brief historical background, the study procedures are defined in terms of population, data collection, data reduction, and data analysis. Finally, a 10-week timetable outlines the significant events in the study. A sample letter to faculty members is appended, and a 13-item bibliography is included. (THC)

ED 256 373 IR 051 115

Schrader, Susan
A Curriculum Guide for Online Database Searching with High School Students.
Heartland Education Agency, Ankeny, Iowa.

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Databases; High Schools; *High School Students; *Information Retrieval; Library Skills; *Online Searching; Online Systems; *Research Skills; School Libraries; *Search Strategies; Teaching Guides

This curriculum guide is intended to help educators design strategies to introduce the concept of online database searching to high school students. The goals of database searching are clearly defined so they may be matched with the goals already established in existing curriculum areas. The teaching process involves explaining how to use a computer to locate bibliographic references. By using a computer to search the databases, students learn how the bibliographic records are organized and what the organizational structure means for successful retrieval. This guide contains statements of the purpose, philosophy, rationale, goals, and objectives of teaching online searching skills to high school students. Included are: an outline of the steps in the search process, activities for four class periods, a student worksheet to be completed with every search request, a discussion of search strategy development, two sample searches and information on computer database vendors and search packages. Referenced used in preparing the curriculum guide are included. (THC)

ED 256 387 JC 850 162

Bertch, Julie
Writing for Learning: Starting a Writing Across the Curriculum Program in the Community College.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Conference on High School-College Articulation in Writing (Tempe, AZ, April 19-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Interdisciplinary Approach; *Program Development; *Teacher Attitudes; Two Year Colleges; *Writing Instruction; Writing Skills
IDENTIFIERS- *Writing Across the Curriculum

Three premises are basic to Writing Across the Curriculum: (1) when learning involves writing, more learning is achieved; (2) learning to write involves learning to manage and coordinate the component skills of writing within real writing tasks; and (3) through writing, students can learn how to actively touch the content of a class. The role of teachers who accept these premises is to teach other instructors what Writing Across the Curriculum is and can do to help improve students' growth in other fields. Emphasis must be placed on the need for more writing, different kinds of writing, and a different view of what teaching writing is. Implementing a Writing Across the Curriculum program begins with the preparation of a clear explicit statement of the rationale for and goals of the program. Next, administrative and faculty support is enlisted, and faculty involvement is developed through workshops and individual contact to help in the planning and design of writing assignments. The workshop sessions may focus on topics such as note-taking, class logs, study guides, writing assignments, essay tests, and conference evaluations. By recruiting instructors who will participate with energy and commitment, the future of the Writing Across the Curriculum program will be assured. (LAL)

ED 256 401 JC 850 176

Michigan Community Colleges Job Training and Retraining Investment Fund. 1983-84 Investment Fund Projects: Impact Statement.

Michigan Community Colleges Economic Development and Job Training Network, Ann Arbor.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 84
NOTE- 48p.; Compiled by the Michigan Community College Presidents' Economic Development and Job Training Network Steering Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Economic Development; *Job Training; Program Descriptions; Program Effectiveness; *School Business Relationship; State Programs; Two Year Colleges

This report assesses the impact on Michigan's 29 community colleges of projects funded in 1983-84 through the Community College Job Training and Retraining Investment Fund, a program for funding the state's community colleges so that they will contribute to the economic rehabilitation and development of Michigan. Part I details the financial sources for the Investment Fund program including the State Investment Fund, and college, federal, and other funds. Part II highlights disbursement activities for equipment, personnel and staff training, facilities, curriculum development, community needs assessment, local economic development activities, and supplies. This section also includes specific case examples of expenditures. Part III provides information on the citizens served by the program, including 31,000 students who received direct benefits from the activities initiated by the Investment Fund. Part IV describes ways in which fund projects contributed to the strengthening of college relations with business and industry; to job training and retraining; and to local development efforts. Report conclusions indicate that the two most important funding needs of the colleges in implementing the Investment Fund programs were the start-up costs of obtaining state-of-the-art equipment and new personnel; and maintenance and supplies for high technology equipment. Appendices include executive summaries of the 1983 84 Investment Fund programs in Michigan's community colleges. (HB)

ED 256 415 JC 850 191

Rushing, Joe B.
Observations by a Closet Humanist.
PUB DATE- 14 Feb 85
NOTE- 14p.; Paper presented at a Meeting of the Northeast Campus Faculty of the Tarrant County Junior College District (Fort Worth, TX, February 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum Development; Curriculum Problems, Educational Finance; General Education; *Humanistic Education; *Humanities; *Humanities Instruction; Relevance (Education); Two Year Colleges
IDENTIFIERS- *Tarrant County Junior College TX

A discussion is presented on the role of the humanities in society and in the community colleges. First, some reflections on the status of humanities education are provided, including comments on the limitations of federal funding for projects to enhance the quality of the humanities and encourage their growth; and the difficulties facing the humanities at Tarrant County Junior College (TCJC). Next, the importance of the community colleges in providing humanities education is highlighted and trends towards increasing the humanities component of degree programs in Southern colleges are outlined. The following section discusses the increasing emphasis on high technology in education and in society and argues that an increasingly technological society will require more, rather than less, general education and humanities instruction and that a strong relationship between humanities education and technological education will enrich both areas. The next section discusses the context within which humanities education operates and underscores its role in intelligibly linking different experiences and knowledge in an individual's life. Then, observations on the humanities outside of academia emphasize the role of non-academics in contributing to the development of the humanities and promoting their study and practice. Finally, the paper discusses the future of the humanities at TCJC and outlines both external and internal pressures (e.g., financial) that challenge education at TCJC. (HB)

ED 256 025 EA 017 648

Public Involvement in Block Grant Decisions: Multiple Opportunities Provided but Interest Groups Have Mixed Reactions to States' Efforts. Report to the Congress.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD [illegible] 20

PUB DATE- 28 Dec 84

NOTE- 62p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; *Citizen Participation; Educational Policy; Elementary Secondary Education; Federal Programs; Government School Relationship; Hearings; *Participative Decision Making; *Policy Formation; Political Influences; *Politics of Education; Public Opinion; Public Support; School Support; State Federal Aid

IDENTIFIERS- Omnibus Budget Reconciliation Act 1981

This report, one of a series on block grant implementation, describes the efforts 13 states have made to involve the public in their block grant decisions, and the reaction of various state-level interest groups to those efforts. These public input opportunities were established in response to federal requirements, but also on account of the greater discretion available to the states. The public's opportunity to participate in block grant program decisions has been increased by the availability of more than one forum for public input, such as hearings and opportunities to comment on draft intended-use reports. There has also been greater activity among interest groups and more involvement by state elected officials. However, interest groups were split in their assessment of state efforts to solicit their input. The report concludes that federal public participation requirements, in conjunction with states' own methods, promote multiple opportunities for public involvement and create settings where different degrees of emphasis were placed on a wide variety of issues. Three appendixes supply (1) a list of General Accounting Office (GAO) reports on implementation of block grants, (2) a description of GAO's data collection methodology, and (3) an analysis of interest group characteristics related to their degree of satisfaction with state input processes. (TE)

Conyers, John G.; And Others
Developing District Made Criterion Referenced Tests: A Standard of Excellence for Effective Schools.
Denver Public Schools, Colo.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criterion Referenced Tests; *Educational Diagnosis; Elementary Secondary Education; Program Descriptions; *Standardized Tests; Student Evaluation; Test Construction; *Testing Programs; *Test Validity
IDENTIFIERS- *Academic Learning Progress Assessment Program; Denver Public Schools CO

Research on the lack of correlation between standardized tests and school district goals has suggested that district goals might be better met by supplementing standardized tests with district-made criterion-referenced testing systems. This article reports on the development of such a system, the Academic Learning Progress Assessment System (ALPAS), for the Denver Public Schools (Colorado). Implementation of the ALPAS system has produced benefits in three major areas: (1) feedback, including progress reports for parents, teachers, and building level administrators; (2) curriculum continuity, due to constraints imposed by the tests on extreme variation in course content; and (3) student achievement. The experiences of the Denver Public Schools in developing ALPAS clearly indicate that an individual district can generate an assessment system of its own that is at least equal to standardized tests in psychometric properties, and possibly superior in its coverage of content taught in the classrooms. In addition, the district-made system has spin-off benefits in the areas of instruction, planning, and student and parent involvement. References are included. (TE)

ED 256 054 EA 017 679

Minnesota Dialogue on Education. Report.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Apr 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizen Participation; Community Involvement; Community Support; Data Collection; *Educational Assessment; Educational Policy; Elementary Secondary Education; Interviews; *Public Opinion; Questionnaires; School Community Programs; *State Action; *State Departments of Education; *State Surveys; Statewide Planning; Student Participation
IDENTIFIERS- Minnesota; *Minnesota Dialogue on Education Project

The Minnesota Dialogue on Education project was a comprehensive statewide survey of public opinion on educational issues conducted by the Minnesota Department of Education from September 1983 through February 1984. The project involved dissemination of 250,000 copies of a Dialogue on Education Study Guide with a questionnaire attached, followed by a series of town meetings conducted by school districts and other community organizations, along with class time in schools set aside to solicit student comments. This official report presents the results of an analysis of the data collected from all participants in the dialogue. The first chapter provides an overview of the project, including its purpose, phases of implementation, and data analysis procedures. Chapter 2 documents citizen participation, including town meeting attendance, student participation by grade level, and participant profile information. Chapter 3, the main body of the report, provides a comprehensive content analysis in three parts: (1) analysis by response form item (including participants' views on the purpose of education, high school graduation competencies, involvement in educational decision-making, instructional time, and educational change); (2) analysis of other data (town meeting open-mike results and dialogue hotline); and (3) anecdotal comments from dialogue participants on a variety of issues. Chapter 4 summarizes key results of the project. The instrumentation is included in four appendixes: the Dialogue Response Form, Discussion Questions for Small Groups, Class Discussion Questions, and Town Meetings Agenda. (TE)

ED 256 068 EA 017 702

Buchser, Linda
School Finance Reform: The Quest for Equal Educational Opportunity.
PUB DATE- 16 Dec 82
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Constitutional Law; Court Litigation; Educational Equity (Finance); *Educational Trends; Elementary Secondary Education; Equalization Aid; Equal Protection; *Finance Reform; Fiscal Capacity; *State Legislation; Tax Effort
IDENTIFIERS- California; District Power Equalization; Fiscal Neutrality; Proposition 13 (California 1978); Rodriguez v San Antonio Independent School Dist; Serrano v Priest; Strayer Haig Equalization Formula

Reviewing literature on educational finance and law, this paper analyzes the rationale for the recent school finance reform movement and recounts the movement's progress from 1965 to 1979. An overview of the problem discusses state equalization programs' ability to provide financial equity and the relationship of financial equity to equal opportunity. Discussion of the reform movement's first phase (from 1965 to 1973) covers federal standards on students' needs and fiscal neutrality, standards for judicial review in equal protection cases, the relationship of judicial review to fiscal neutrality, and miscellaneous circumstances contributing to successful reform. The second phase identified (from 1973 to 1979) includes several major state court decisions; changing standards of equity; reform legislation, briefly summarized; and school finance reform in California, particularly the state's responses to 1972 and 1976 decisions in "Serrano vs. Priest" and to the passage of Proposition 13. References are included. (MCG)

ED 256 097 EC 172 095

Schoen, Sharon Faith
The Status of Compliance Technology: Implications for Programming.
Lehigh Univ., Bethlehem, Pa. School of Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 85
NOTE- 32p.
GRANT- G008101883
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Modification; Classroom Environment; Classroom Techniques; *Disabilities; Elementary Secondary Education; Learning Strategies; *Motivation Techniques; Token Economy
IDENTIFIERS- *Compliance Training

The review characterizes phases of compliance in the learning of a skill (acquisition of the skill, fluency, generalization) and details research which exemplifies behavior management strategies that have been endeavored at each phase. The implications of these findings are considered and cautions and considerations of discrete strategies are suggested. Differential approaches that are effective and pragmatic for establishing or enhancing compliance in varying populations, ranging from non-handicapped to severely and profoundly handicapped, are proposed, including differential social attention, token economy systems, and manipulation of antecedents. Six pages of references conclude the document. (Author/CL)

ED 256 112 EC 172 510

Muhanna, Saleh I.

Alternative Delivery Systems of Services for the Visually Handicapped in Saudi Arabia and Basic Arabic Braille Chart.

PUB DATE- 80

NOTE- 50p.; Specialist in Education Practicum, University of Northern Colorado.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adults; Delivery Systems; Elementary Secondary Education; Foreign Countries; *Itinerant Teachers; *Rehabilitation Centers; *Residential Programs; *Resource Room Programs; *Visual Impairments

IDENTIFIERS- *Saudi Arabia

The report describes a visit of [illegible] Saudi Arabian educator to four programs for visually handicapped students in the United States in order to determine the feasibility of introducing these programs or some aspects of them in Saudi Arabia. Advantages and disadvantages of four types of programs are considered: (1) a residential school, (2) an itinerant teacher program, (3) a resource room program, and (4) a rehabilitation center. In a chapter reviewing background information and describing present facilities in Saudi Arabia, it is noted that the existing services combine residential facilities, daytime schools, and employment settings. Two stages are suggested for providing alternative services: (1) meeting the most urgent needs--this would require fairly limited personnel and planning, and (2) setting up long range goals--this would involve extensive planning and a long period of training. Among conclusions noted are that the major deficit in services for the blind in Saudi Arabia is lack of trained professionals and that the Ministry of Labor and Social Welfare in that country has not yet assumed its role in rehabilitation, training, and placement of visually impaired adults. The Basic Arabic Braille Chart, developed at the Braille Unification Conference (UNESCO, 1952) by S. I. Al-Muhanna, Rebecca Ann Anderson, and Ahmed Mohamed Hamoud Shuga'a, is appended. (CL)

ED 256 128 EC 172 529

Voeltz, Luanna; And Others
The Special Friends Program: A Trainer's Manual for Integrated School Settings. (Revised Edition).
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 83
NOTE- 226p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Friendship; *Interaction; *Interpersonal Competence; *Leisure Time; *Mainstreaming; Peer Acceptance; Peer Relationship; Program Development; Program Implementation; *Severe Disabilities; Social Development
IDENTIFIERS- *Hawaii Integration Project; *Special Friends Program

The manual describes the Special Friends Program, an approach to prepare handicapped and nonhandicapped children for social interactions with one another. The program emphasizes social, play, and leisure interchanges that facilitate social skill development by both severely handicapped and nonhandicapped children. Following a review of the project's history and rationale, the manual presents guidelines on successfully implementing the program. Chapters are organized according to the major steps and decisions the trainer must make in implementing the program: program initiation, core program sessions for regular education students, social performance objectives for severely handicapped students (based upon the demands of persons, places, relationships, and other cues present in eight situation types), planning of integrated activities (examples of those used successfully with nondisabled and disabled students of different ages), and program evaluation. Appendices include: scripts of three slide shows; examples of appropriate responses to regular education students' typical questions; sample letters to parents; a three-page reference list; and a sample evaluation measure. (CL)

Crawford, Dorothy
The ACLD-R&D Project: A Study Investigating the Link Between Learning Disabilities and Juvenile Delinquency. Executive Summary.
Association for Children and Adults with Learning Disabilities, Pittsburgh, PA.; Research and Development Training Institutes, Phoenix, AZ.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jul 82
NOTE- 43p.; For related documents, see EC 172 546-547.
GRANT- 76-JN-99-0021; 78-JN-AX-0022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Delinquency; *Learning Disabilities; Program Effectiveness; *Remedial Programs; Secondary Education

The paper describes the planning, preparation and conduct of an academic treatment program for 120 adjudicated delinquents identified as learning disabled (LD). The remediation program, conducted in three locales, each representing a different demographic focus, was based on an academic treatment model incorporating elements of process training and task analysis. Three major objectives were addressed: to improve scholastic achievment, reduce the delinquent activities, and improve school attitudes. Excerpts and summaries of final reports from the sites (Baltimore, Indianapolis, and Phoenix) are presented, along with a summary of problems (administrative and program-related) from the national project offices. Among conclusions noted are that the data indicate definitive evidence that LD youth engage in significantly more delinquent behavior than non-LD youth, and that the remediation program improved reading and arithmetic achievement test performance. Recommendations are offered regarding policy and programs. (CL)

ED 256 160 FL 014 967

Ronkonen, Lyyli
Realization of Didactic Principles in Foreign Language Teaching in Soviet Schools. Research Bulletin 63.
Helsinki Univ. (Finland). Dept. of Education.
REPORT NO.- ISBN-951-45-3485-9
PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Environment; Educational Objectives; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Language Skills; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *USSR

The didactic principles determining the structure, general direction, methods, and results of the process of foreign language instruction in the Soviet Union are outlined and discussed. Didactics are defined as the branch of pedagogy concerning the process of teaching in relation to its content and giving a scientific basis to teaching practice. The linguistic, psychological, and didactic (pedagogical) bases of foreign language instruction are examined in relation to both the professional literature and current Soviet practice. It is concluded that a major characteristic of Soviet practice is the avoidance of the use of the native language. In vocabulary development, visual presentation is preferred at the lower levels, and verbal presentation is preferred at higher levels. Three main stages in foreign language instruction are distinguished, each with its own specific teaching methods. The stage considered most important is the first, with very favorable learning conditions provided and with two basic approaches: simultaneous introduction of the four language skills, or oral language taught first. The syllabus for each level is prescribed by the state. The primary concern among teaching professionals is to find the optimum learning conditions for mastery of the language being taught. (MSE)

ED 256 174 FL 015 001

Radin, Barbara
Dramatic Techniques in ESL Instruction.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Classroom Communication; *Classroom Techniques; Community Colleges; Comparative Analysis; *Drama; *English (Second Language); Group Dynamics; Learning Processes; Postsecondary Education; *Second Language Instruction; Self Esteem; Student Motivation
IDENTIFIERS- City University of New York Hostos Community Coll; Decision Based Drama; Idiom Drama; *Strategic Interaction Method

Three techniques have been found to be helpful in using dramatic techniques to provide motivation, self-confidence, and self-esteem to students of English as a second language at Hostos Community College. Strategic interaction is a technique based on the open-ended scenario, in which students are free to respond to the problem presented in the scenario in their own way and devise strategies for dealing with the situation. The scenarios generating the most enthusiasm and interest seem to be those dealing with family or interpersonal relationships, and the activity can produce much noise and movement. A similar but more sedentary technique is decision-based drama, which centers on one student making a decision after receiving input from fellow students acting as advisors. It can be used in larger classes with a minimum of disruption, although many nonverbal cues may be lost. A third technique used with intermediate-level students is idiom drama, in which the students practice using idioms improvisationally and then write scenes or plays incorporating them. Since idioms make more advanced students feel they sound more native-like and more part of the cultural milieu, the students enjoy the activity. The advantages found in these techniques are that they are pleasurable for students and teachers, make a deep impression on the students, break down the fixed student-teacher relationship, and allow for more self-expression. (MSE)

ED 256 188 FL 015 052

DeAvila, Edward A.; Duncan, Sharon E.
A Few Thoughts about Language Assessment: The Lau Decision Reconsidered. Bilingual Education Paper Series, Vol. 1, No. 3.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Mar 78
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Court Litigation; Educational History; Individual Development; *Language of Instruction; *Language Tests; Sociocultural Patterns; *Test Use; *Test Validity
IDENTIFIERS- *Lau Remedies

The Lau Remedies, federal recommendations to help school districts comply with the law in providing education for non-English-speaking children, raised questions of language assessment and resulted in a variety of language tests. Four years later, an examination of 46 currently available language tests, in the context of commonly accepted notions about the structure of language and the general question of language acquisition in relation to development, reveals that they all measure different things, with none measuring all of the aspects thought to be important. None was specifically designed to meet Lau Remedies requirements. The problem identified by the Lau decision may be much broader than previously thought, a complex sociocultural and economic disparity between different peoples living in the United States, and the solution implied by the decision is symptomatic of the problem that produced the litigation. Educators are cautioned to make the education of children their primary concern. The appendix provides a list of the language tests examined; a three-page list of references follows. (MSE)

ED 256 202 HE 018 236

Shaver, Judy; Duhon, Rose M.
Off-Campus Minority Students.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; College Students; *Commuting Students; *Educational Technology; Educational Television; Females; Higher Education; Minority Groups; Nontraditional Education; Nontraditional Students; Student College Relationship; *Student Needs; *Student Participation; Student Personnel Services; Teacher Role
IDENTIFIERS- *McNeese State University LA

The needs of off-campus black and female students at McNeese State University, Louisiana, were surveyed. The sample of 25 students was randomly selected from more than 200 off-campus black students. Seventy percent of the sample wanted to live on campus but had limited funds. Only 5 percent felt that they had a full part in college activities, and 80 percent could not take part in extracurricular activities. Sixty percent felt that no special attention was being directed to meeting their needs as off-campus students, and 48 percent felt that the time spent commuting to campus influenced their studying time. It is suggested that the relationship between student and the university could be changed by increased use of computers, radio, videocassette recorders, and educational television. This program could be staffed by faculty members who serve in resource and instructional design roles. Development of curriculum materials by subject specialists who are acquainted with the student population is also important, as are student-instructor meetings for problem solving, discussion, and examinations. A combination of the best of traditional educational principles with innovative design and delivery approaches is recommended for nontraditional students. (SW)

ED 256 216 HE 018 250

Logan, Lawrence B.
AASCU Institutions and Industry: Partners in Progress. AASCU Studies 1984/1.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-107-0
PUB DATE- Nov 84
NOTE- 26p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Consortia; Consultation Programs; *Cooperative Programs; *Diffusion (Communication); Exchange Programs; Financial Support; Higher Education; *Industry; Program Administration; Program Implementation; *Research Projects; *School Business Relationship; School Surveys; Shared Facilities; *State Colleges; State Universities; Technical Assistance
IDENTIFIERS- *Public Colleges

The relationships between industry and state colleges and universities were investigated, with attention to member institutions of the American Association of State Colleges and Universities. A survey was conducted of 236 public institutions that offered degrees in the liberal arts and at least two professional fields. Of the 66 institutions that were active in four or more industry-related programs, 57 responded to the survey. The industry-related programs were divided into two types: (1) collaborative research mechanisms that are designed to foster joint research projects or less formal cooperative research relationships; and (2) knowledge transfer mechanisms or broad-based information exchange between universities and industry. The following eight programs were represented: government-funded university research assisting industry, industry-funded university research, jointly owned or shared laboratory facilities, consortia, consultation, industrial liaison, industrial park, and personnel exchange. The following concerns for institutions are important: where external support will come from, how the relationship will be initiated and governed, and how industry contact can be established. (SW)

ED 256 230 HE 018 265

Berry, Stan, Comp.
Entering Higher Education in the United States. A Guide for Students from Other Countries. Revised Edition, 1985.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 85
NOTE- 53p.; Supersedes ED 200 111.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 (available as a package of 40 copies for $25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Clearinghouses; *College Admission; *College Bound Students; College Choice; College Entrance Examinations; Decision Making; English (Second Language); Financial Aid Applicants; *Foreign Students; Glossaries; Guidelines; *Information Sources; Institutional Characteristics; Language Tests; *Postsecondary Education; Resource Materials; Second Language Learning

Advice for foreign students about postsecondary education in the United States is presented. An overview of U.S. education covers postsecondary levels, accreditation, the academic year, and courses and grades. Steps that should be taken before applying for admission include using existing information, selecting programs and institutions, and requesting materials from selected institutions. One resource is the Foreign Student Information Clearinghouse, a computerized service that can help identify U.S. institutions. Included is a list of Clearinghouse processing centers in 20 countries. Information is also provided on: the application process, records of previous education, and English proficiency tests. Locations throughout the world where students can register for the Test of English as a Foreign Language are listed. Also briefly covered are: student qualifications, academic entrance examinations, interviews, financial aid forms, obtaining visas, and orientation programs. Appended are a checklist for foreign student applicants, a glossary of common terms, and a list of resource materials on U.S. postsecondary education, many of which are available in overseas agencies and centers. (SW)

ED 256 244 HE 018 279

Schmelzer, Ronald V.; And Others
Using a Learning Model to Integrate Study Skills into a Peer-Tutoring Program. College Reading and Learning Assistance Technical Report 84-03.
Georgia State Univ., Atlanta.
PUB DATE- Mar 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Educational Diagnosis; Higher Education; Learning Problems; *Learning Theories; Models; *Peer Teaching; *Study Skills; *Training Objectives; *Tutoring

The use of a learning model in a peer tutoring program is discussed. Although the tutorial function is often a priority, the goal of the peer-tutoring program is to help students become independent learners. To eliminate the need for tutoring, it is necessary to determine why the student is having academic problems. To train peer tutors, a paradigm of the learning process is used that is based on a computer model of information processing. This Integrated Learning Model (ILM) has five phases: preparation, input, processing, storage, and output. In an initial training session, tutors are asked to name activities that relate to the learning process. These activities are grouped according to the five main phases of the ILM. In additional training sessions, tutors are provided case notes of students that include diagnostic information. The tutor's task is to determine the possible contributing factors to problem areas. Finally, tutors learn interviewing strategies needed to determine in what phase the student's learning is breaking down. A list of key questions that tutors incorporated into their interviews is included. In addition to explaining the learning phases, the paper identifies the strengths and weaknesses of the ILM. (SW)

ED 256 259 HE 018 323

Financial Aid for Higher Education: Anything's Possible!
National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 5p.
CONTRACT- 300-82-0247
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Armed Forces; *College Students; Dependents; Disabilities; *Federal Aid; Financial Support; Grants; Higher Education; *Information Sources; Military Organizations; *Private Financial Support; Scholarships; *Student Financial Aid; Veterans

Information on programs that provide financial aid to colleges and students are described in this information sheet of the National Information Center for Handicapped Children and Youth. Four basic categories of financial aid are grants, loans, work, and benefits. The Division of Personnel Preparation of the U.S. Department of Education makes grants to colleges to prepare people to work with handicapped students; the colleges provide aid directly to students. Military funds include Reserve Officers' Training Corps scholarships for men and women, which are offered by the Army, Navy, and Air Force. Financial assistance is available for veterans, a veteran's dependent, a disabled person, or a disabled person's dependent. Programs include the Vietnam G.I. Bill, Supplemental Security Income, and Social Security Disability Insurance. The college financial aid office or high school are required by federal regulation to provide students information, including types of aid, applying for aid, college costs, and refund policies. Sources of information about private financial aid, including ethnic organizations, are noted, along with seven creative ways for students to finance their education. A list of 10 guides and directories of financial aid resources and ordering information is included. (SW)

ED 256 273 HE 018 339

Kroll, Bonnie L.
The First Year at UC Davis: New Students' Reactions to Campus Life. Research Report No. 9
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Jun 79
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Freshmen; *College Transfer Students; Educational Background; *Educationally Disadvantaged; Higher Education; High Risk Students; Minority Groups; Occupational Aspiration; Open Enrollment; Questionnaires; Selective Admission; State Universities; *Student Attitudes; *Student College Relationship; Student Interests; *Student Personnel Services
IDENTIFIERS- *University of California Davis

Reactions of freshmen and transfer students to campus life during the first year at the University of California (UC), Davis, were studied, with consideration to the evaluation of support services for educationally disadvantaged students, specially-admitted students, and minorities. Comparative findings for the other undergraduate UC campuses are also provided. Attention was directed to changes in interests and degree/career aspirations, degree of preparedness for academic studies, and students' suggestions for changing support services. Findings include the following: 92 percent of students would recommend UC Davis to a friend; the most demanding aspect of the first few months at UC Davis was the difficult coursework; 9 out of 10 students were satisfied with the friendliness of other students, the library facilities, and the opportunity to participate in both ethnic/cultural events and sports; 60 percent of new students were satisfied with relationships with faculty members or average class sizes; 60 percent of new students planned to attain a postgraduate degree; and while about four out of five students had a specific career plan when they entered UC Davis in the fall, by spring 28 percent had changed their career goals. Appendices include a student questionnaire. (SW)

ED 256 301 IR 011 621

Simonson, Michael R., Ed.; Treimer, Margaret, Ed.
Proceedings of Selected Research Paper Presentations at the 1985 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Anaheim, California, January 17-23, 1985).
PUB DATE- Jan 85
NOTE- 938p.; For individual papers, see IR 011 622-665. For related document, see ED 243 411.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Educational Media; *Educational Technology; *Instructional Design; Instructional Development; Intermode Differences; Learning Strategies; *Media Research; Research Methodology; Visual Learning
IDENTIFIERS- Media Characteristics

Current issues in educational communications and technology are addressed in this collection of 48 papers, in which research reports predominate. Topics discussed include factors related to the learner, e.g., field dependence/independence, learning strategies, information processing, spatial ability, cognitive style, and cognitive strategies. Presentation format and media and stimulus characteristics are also addressed, including illustration types, graphics in courseware design, encoding specificity, text layout variables, feedback, and synthesizing strategies. Several papers examine innovative educational media such as videodiscs, compressed speech audiotapes, videotapes, and microcomputers. Additional papers discuss the use of media in persuasive messages, the design of instructional visuals, the use of video to study cognition, the relationship of film theory to instructional television, visualization, naturalistic inquiry and case studies as research methods, electronic books, and drill and practice. References and data tables are included with many papers. Cumulative indexes of authors and descriptors covering the first seven volumes of conference proceedings (1979-1985) for the Research and Theory Division of the Association for Educational Communications and Technology are included. (LMM)

ED 256 315 IR 011 635

Goetzfried, Leslie; Hannafin, Michael
The Effect of Adaptive, Advisement, and Linear CAI Control Strategies on the Learning of Mathematics Rules.
PUB DATE- Jan 85
NOTE- 28p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical ([illegible]3) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Grade 7; Junior High Schools; *Learning Strategies; *Mathematical Applications; *Mathematical Formulas; Mathematics Instruction; Mathematics Skills; *Pacing; *Remedial Mathematics
IDENTIFIERS- *Learner Control

This study examined the effects of the locus of three computer assisted instruction (CAI) strategies on the accuracy and efficiency of mathematics rule and application learning of 47 low-achieving seventh grade students in remedial mathematics classes. The instructional task was a mathematics rule lesson concerning divisibility by the numbers two, three, and five. CAI treatments were an externally controlled adaptive strategy, an individually based learner control with advisement strategy, and a no-control linear design strategy. Dependent variables were immediate posttest and retention test scores for both rule recall and rule application; the time spent on the instructional task was also recorded. Teachers rated students on mathematics ability in relation to other seventh-grade students. Effects were examined for CAI strategy, prior achievement, and sex of student. Significant differences were found for achievement and the achievement by scale interaction, with the below average (above the 20th percentile) group yielding better rule recall and proportionately greater application scores than low (below the 20th percentile) students. The no-control linear strategy, however, required less time to complete and resulted in the most efficient treatment. Seventeen references are listed. (Author/LMM)

ED 256 330 IR 011 650

Rehn, Robert A.
Relationship between Dogmatism, Self-Esteem, Locus of Control, and Predisposition toward Two Instructional Methods among Female Nursing Students.
PUB DATE- Jan 85
NOTE- 47p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Audiotape Recordings; Autoinstructional Aids; *Dogmatism; Females; *Filmstrips; Higher Education; Independent Study; Intermode Differences; *Lecture Method; *Locus of Control; Nursing Education; *Self Esteem; Statistical Analysis; Teaching Methods
IDENTIFIERS- Nursing Students; Statistical Package for the Social Sciences

The relationship between student personality traits and achievement with either mediated self-instruction or didactic large group instruction was investigated. Subjects were 159 female third-year nursing students at Loyola University of Chicago. Subjects received instruction on tracheostomy care and intravenous (I.V.) therapy through either a lecture or an autoinstructional filmstrip/cassette program. Personality traits were assessed using: (1) the Dogmatism Scale, measuring the openness of the individual's belief system; (2) the Internal-External Scale, measuring locus of control orientation; and (3) the Self-Esteem Inventory, covering peers, family, schools, and personality interests. The filmstrip program was superior to the lecture method for I.V. therapy instruction, and a significant relationship was found between performance on the I.V. therapy test and high scores on the Self-Esteem Inventory. A very weak relationship was found between the instructional method employed and student performance on the tracheostomy care lesson. Findings suggest that analysis of the interactions between personality traits and type of instruction can assist teachers in assigning students to an instructional treatment. (LMM)

ED 256 345 IR 011 665

Yeaman, Andrew R. J.
Electronic Books: Towards a Theoretical Framework for Research.
PUB DATE- Jan 85
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Computer Graphics; *Computer Software; *Design Requirements; Engineering; Graphic Arts; Learning Strategies; *Reading Processes; *Research Needs; Visual Perception
IDENTIFIERS- *Electronic Books; Electronic Publishing

In an increasingly technological society, there is a social need for designing communication technology around the perceptual abilities and cognitive strategies of people. A growing demand for information has created additional pressure on emerging communication technologies to provide electronic alternatives to the printed page. Design depends upon contributions from engineering and computer science, experimental and applied psychology, and graphic art and typology. A common, underlying theoretical assumption is that the reading of an electronic text may be influenced by characteristics of its visual presentation. Theory should converge on issues affecting readers of both the printed page and the electronic display. The features of a theoretical framework for research on the electronic book are the reading environment; the relationship between the author and the reader; and the readability of the text, its characteristics as a visual medium, and the reading level of the reader. In developing electronic books, a system is needed for research to examine relationships between textual material, communication technologies, and the psychology of readers. Twenty-nine references are listed. (Author/LMM)

Curriculum Materials Center Collection Development Policy.

Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO.- ISBN-0-8389-6777-9
PUB DATE- 84
NOTE- 32p.; Prepared by the Education and Behavioral Sciences Section.
AVAILABLE FROM- Association of College and Research Libraries, American Library Association, 50 East Huron Street, Chicago, IL 60611 (ACRL members, $5.00; nonmembers, $7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Media; Elementary Secondary Education; Higher Education; *Instructional Materials; *Learning Resources Centers; Library Administration; *Library Collection Development; Library Material Selection; *Library Planning; *Nonprint Media; Policy; Teacher Education

This model collection development policy was designed to aid curriculum materials center (CMC) librarians in defining their collection development programs and to provide guidance to personnel in building and maintaining the materials and equipment collections. A CMC collection provides print and audiovisual media designed to support the instructional program of a school or college of education, the methods and practicum courses in an educational curriculum, and those children's and young adult literature courses taught in the college/school of education and school of library and information science. The clientele of the CMC includes campus-based patrons (education majors, non-education majors, full- and part-time faculty, and full- and part-time university staff), consortium patrons, and purchased library card patrons (local school teachers and members of the general public with an interest in the collection). This broad policy statement, which may be adapted by libraries depending upon their local needs, comprises the following sections entitled: (1) Objectives of the Collection; (2) Clientele to Be Served; (3) Scope and Boundary of the Collection; (4) Review Sources; (5) Personnel Roles and Responsibilities in the CMC; (6) Selection Criteria; (7) Gifts; (8) Weeding Policy; and (9) Interlibrary Loan Policy. (THC)

ED 256 374 IR 051 117

Fjallbrant, Nancy, Ed.
Interlending and Document Delivery. IATUL Proceedings. Vol. 16.
International Association of Technological Univ. Libraries, Gothenburg (Sweden).
PUB DATE- 84
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; *Information Dissemination; Information Networks; *Information Retrieval; *Interlibrary Loans; Library Cooperation; *Online Systems; Position Papers; Telecommunications; Union Catalogs
IDENTIFIERS- *Document Delivery Service; Electronic Document Delivery; Electronic Publishing

This issue of the IATUL (International Association of Technological University Libraries) Proceedings provides an overview of interlending and document delivery in a number of countries. The document comprises: (1) "Interlibrary Lending in the United Kingdom" (Maurice B. Line); (2) "Interlending and Document Delivery in the Federal Republic of Germany" (Helmut Drubba); (3) "Interlending in the German Democratic Republic and the Technological University Libraries" (Dieter Schmidmaier); (4) "New Developments at the Center for Research Libraries" (Donald B. Simpson); (5) "Requesting Periodical Articles with the Netherlands Union Catalogue/Interlibrary Loan System: NCC/IBL" (Huub van de Gein); (6) "Problems and Trends in R&D Information Supply in Denmark with Special Considerations on Interlending and Document Delivery Developments" (Annette Winkel); (7) "Interlibrary Lending in Sweden" (Ulla Daehli Martins and Nancy Fjallbrant); (8) "A Proposed Model for Interlibrary Lending in China" (Liu, Songfu); (9) "The CEC's (Commission of the European Communities) Role in the Promotion of Electronic Document Delivery in Europe" (Carlo Vernimb); (10) "Online Retrieval and Electronic Delivery of German Patent Information" (Gerd Tittlbach); and (11) "TRANSDOC--An Electronic Document Transmission Project at C.D.S.T. (Scientific and Technical Documentation Centre)" (Jacques Soule). (THC)

ED 256 388 JC 850 163

Facts about Former CCP Student Achievement at Transfer Schools. Institutional Report #30.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Feb 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Academic Persistence; Articulation (Education); College Credits; Colleges; *College Transfer Students; Community Colleges; Followup Studies; Grade Point Average; *Majors (Students); Outcomes of Education; Postsecondary Education; Transfer Policy; Universities

A study was conducted to obtain information on the transfer outcomes of Community College of Philadelphia (CCP) students who transferred to another Philadelphia-area college or university. The study sought information on the grade point average (GPA), credit hours taken, graduation status, and other measures of student persistence for 252 former CCP students who matriculated at 24 transfer institutions. Study findings indicated: (1) 41% of the transfer students had graduated from programs at CCP; (2) the average cumulative GPA for transfer students at CCP was 2.9; (3) an average of 88% of CCP-earned credits transferred into the programs at the receiving institutions; (4) the average number of credits earned per student at the transfer school was 25; (5) the average ratio of credits earned to credits attempted at the transfer school was 95%; (6) the transfer students experienced an average drop of 0.7 points in GPA between CCP and the transfer institution; and (7) only 7% of the students transferred into programs that were obviously different from their CCP program of study. The report includes information on transfer activity at each of of the 24 responding transfer institutions, including numbers of students transferring into particular departments, the programs of study taken by the transfer students at CCP, the numbers of students experiencing academic difficulties, and the CCP courses that did not transfer. (HB)

ED 256 402 JC 850 177

Good Ideas from the Virginia Community Colleges. Winter, 1985.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 4 Mar 85
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *College Administration; College Programs; *Community Colleges; *Educational Innovation; *Institutional Advancement; Public Relations; School Community Relationship; Student Recruitment; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Virginia

Brief descriptions are provided of 101 "good ideas" that worked in the Virginia community college system. A total of 101 tips, programs, teaching techniques, administrative strategies, and gimmicks are presented, as submitted by members of the faculty and staff of 16 community colleges. The ideas are categorized as: (1) community activity or service; (2) cooperation with public schools; (3) recruitment, retention, and counseling; (4) administration and internal operation; (5) curriculum, instruction, or pedagogy; (6) cooperation with business and industry; (7) community information; (8) buildings and grounds; (9) faculty and staff development; (10) research and planning; (11) development activities; and (12) public information. (HB)

ED 256 082 EC 170 489

Scruggs, Thomas E.
The Administration and Interpretation of Standardized Achievement Tests with Learning Disabled and Behaviorally Disordered Elementary School Children. Final Report.
Utah Univ., Salt Lake City.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 2 Jul 84
NOTE- 172p.; Developed at the Developmental Center for the Handicapped. For the test taking skills training materials, see EC 170 490.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Attention Control; *Behavior Disorders; Elementary Education; *Learning Disabilities; *Student Attitudes; Test Anxiety; Test Coaching; *Test Wiseness

Several experiments were carried out to determine: (1) whether learning disabled (LD) and behaviorally disordered (BD) students exhibit deficiencies with respect to appropriate test-taking strategies and (2) if so, whether these strategies could be successfully trained. In the test-training evaluation, 92 LD or BD elementary-age students representing grades 2, 3, and 4 were randomly assigned to treatment or control conditions. Treatment subjects received eight training sessions on test-taking skills, with particular regard to the Stanford Achievement Test. All treatment students scored significantly higher on a test of test-taking skills. In addition, third and fourth grade LD and BD students scored significantly higher on the word Study Skills subtest and exhibited descriptive increases with respect to other subtests. Second grade students were apparently unaffected by the training procedure. A similar test-training package applied to intact third grade classrooms of mostly nonhandicapped students indicated that these materials were effective in improving student attitudes toward the test-taking experience. The document begins with a project overview and contains the following project manuscripts: "Improving the Test-Taking Skills of LD and BD Elementary Students" (C. Taylor and T. Scruggs); "An Analysis of Children's Strategy Use on Reading Achievement Tests" (T. Scruggs, K. Bennion, and S. Lifson); "Developmental Aspects of Test-Wiseness for Absurd Options: Elementary School Children" (T. Scruggs); "Format Changes in Reading Achievement Tests: Implications for Teachers" (K. Bennion, S. Lifson, and T. Scruggs); "Passage Independence in Reading Achievement Tests: A Follow-Up" (S. Lifson et al); "Spontaneously Employed Test-Taking Skills of Learning Disabled Students on Reading Achievement Tests" (T. Scruggs et al); "Spontaneously Employed Test-Taking Strategies of High and Low Comprehending Elementary School Children" (T. Scruggs et al); "Teaching Test-Taking Skills to Elementary Grade Students: A Meta-Analysis" (T. Scruggs et al); "The Effects of Training in Test-Taking Skills on Test Performance, Attitudes, and On-Task Behavior of Elementary School Children" (T. Scruggs et al); and "Teaching Test-Taking Skills to Learning Disabled and Behaviorally Disordered Children" (T. Scruggs). (CL)

ED 256 287 IR 011 563

Wilson, Mary Alice

Databases: Computerized Resource Retrieval Systems. Inservice Series No. 5.

Hampshire Educational Collaborative, South Hadley, MA.

PUB DATE- 83

NOTE- 46p.; Some pages contain light print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Software; *Databases; Guides; *Information Retrieval; *Microcomputers; *Online Searching; *Online Systems; Purchasing; Search Strategies

IDENTIFIERS- *Database Management Systems; dBase II; DIALOG; pfs (Database System)

This document defines and describes electronic databases and provides guidance for organizing a useful database and for selecting hardware and software. Alternatives such as using larger machines are discussed, as are the computer skills necessary to use an electronic database and the use of the computer in the classroom. Files, records, and fields, and three specific database programs are reviewed: dBase II, pfs (Personal Filing System), and DIALOG. The guide to dBase II includes instructions for: getting started, using the manual, help, designing a file, entering data, changing the data, looking at the data, more searching, indexing, creating a report form, printing a report, and changing the structure of a file. The guide to pfs describes versions for the Apple II microcomputer and covers getting started, the function menu, creating a file, adding a form, copying a file, searching, printing, removing unwanted forms, printing reports, predefining reports, and changing headings. For DIALOG, the report includes a reproduction from the introductory manual to the DIALOG system listing databases and their file numbers. (Author/LMM)

ED 256 416 JC 850 192

Milwaukee Area Technical College Five-Year Educational Master Plan.

Milwaukee Area Technical Coll., Wis.

PUB DATE- Apr 85
NOTE- 188p.
AVAILABLE FROM- Milwaukee Area Technical College, 1015 North Sixth Street, Milwaukee, WI 53203.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Planning; *Institutional Characteristics; *Long Range Planning; Technical Institutes; Two Year Colleges

The Milwaukee Area Technical College (MATC) educational master plan is a 5-year operational action plan to implement the MATC Board's Strategic Planning Statements of 1983 and 1985. Chapter I of the plan provides a brief history of educational planning at the college and MATC's mission statement. After chapter II presents an analysis of the population of the MATC district, chapter III analyzes high school graduates and postsecondary schools in the MATC district. Chapter IV offers an analysis and projection of MATC enrollments. Chapters V and VI include an overview of the local employment outlook and operational planning assumptions and recommendations. Chapter VII highlights significant issues that require study and recommendations including entrance requirements, remedial and basic education, and high technology programming. Chapter VIII contains a summary of instructional division and department plans including proposed new instructional programs, expansion of existing programs, and specially funded programs and activities. Chapters IX through XI provide information on physical facility needs, 5-year equipment and financial plans. Finally, chapter XII presents a summary and recommendations. The report includes detailed tables. (HB)

ED 256 040 EA 017 665

Splitt, David

How to Conduct the Evaluation Process. Tips for Principals from NASSP.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 85
NOTE- 4p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Due Process; Elementary Secondary Education; Evaluation Methods; Lesson Observation Criteria; Management by Objectives; *Personnel Evaluation; *Principals; *School Personnel; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Supervision

The process of performance evaluation of teachers and other school personnel should be conducted with their full knowledge and involvement. Due process procedures require that a teacher be fully informed of any negative appraisals by a superior, have an opportunity to discuss the problems, and receive guidance toward solutions. The following steps should be included in an evaluation process: (1) have a written evaluation system, (2) objectively identify areas that will be evaluated, (3) specify the level of performance expected, (4) schedule regular evaluation conferences with all employees, (5) be fair and honest in rating each area, (6) note continuing deficiencies in subsequent evaluations, and (7) be consistent. If serious problems with an employee may lead to dismissal, it is necessary to supplement the evaluation form and conference with a summary letter to the employee that details the areas covered, the weaknesses noted, and the suggestions and directions given. A sample summary letter is appended. (MLF)

ED 256 069 EA 017 703

Buchser, Linda

Major State Mandates for California County Offices of Education: The View from Santa Clara.

PUB DATE- May 84
NOTE- 76p.; Master's Thesis, School of Education, San Jose State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; *Ancillary School Services; Compliance (Legal); Delivery Systems; Elementary Secondary Education; *Intermediate Administrative Units; Money Management; *Program Administration; Retrenchment; State Departments of Education; *State Legislation; State Surveys
IDENTIFIERS- *California; Santa Clara County Office of Education CA

To contribute to knowledge of how limited resources affect education agencies' ability to maintain and improve educational quality, this paper examines the services California's county education offices must provide. Specifically, it identifies state-mandated functions of county education offices and analyzes how Santa Clara County is meeting these mandates, and how other counties are meeting mandates related to business services. Chapter one presents a brief introduction and provides background information regarding the problem. This is followed by a statement of the problem and major questions to be answered by the study. The significance of the study is identified and its methodology is briefly described. Definitions of terms used in the study are included, followed by a list of factors limiting the study. Chapter two reviews the related literature. Chapter three describes in greater detail the methodology employed in the study. Chapter four discusses the study's findings. Finally, Chapter five briefly summarizes the study, reviews the major findings, and presents recommendations for further research and governmental action. The report is followed by a list of references, including interviewees, and appendixes presenting tabular information on the county offices studied and a copy of the survey used to gather data from those offices. (MCG)

ED 256 098 EC 172 096

Henkel-Ungericht, Renate
"Every Day Learning" in a Class of Physically Handicapped First Graders as an Opportunity for the Teacher to Use His Full Scope.
PUB DATE- Jul 84
NOTE- 14p.; Paper presented at the ATEE Conference (9th, Linz, Austria, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Physical Disabilities; *Program Descriptions; Teacher Role; *Teaching Methods
IDENTIFIERS- *West Germany

The paper describes classroom life for physically disabled pupils in the Federal Republic of Germany. Goals address maximum independent functioning and the foundations of cultural techniques (reading and writing). The learning of increasingly abstract representations of objects, situations, and actions is seen as a preliminary step to the acquisition of reading and writing. An experience-based approach, in which everyday reality is called into play, is favored as a teaching method. Motivational aspects of such an approach are considered. (CL)

ED 256 113 EC 172 511

Plowman, Paul D.
The GATEway: Gifted and Talented Education in California Public Schools.
California State Dept. of Education, Sacramento. Gifted and Talented Education Program.
PUB DATE- 84
NOTE- 25p.
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Program Administration; Program Descriptions; *Program Development; Program Implementation; State Programs; State Standards; Talent
IDENTIFIERS- *Gifted and Talented Education Program CA

The booklet presents an overview of California's GATE (Gifted and Talented Education) program. Following a brief introduction, the booklet presents a rationale and statement of program goals along with a discussion of legislative intent. Standards for quality programing are outlined. A model depicts the three major GATE components: (1) identification categories (such as intellectual, creative, and leadership); (2) program options (including acceleration, independent study, and services to underachieving pupils); and (3) elements (such as differentiated opportunities for learning and alternative learning environments). Financial aspects are addressed, as are criteria for evaluation. The booklet concludes with questions and answers about the GATE program. (CL)

ED 256 145 EC 172 546

Crawford, Dorothy
Handbook on Learning Disabilities .
PUB DATE- 84
NOTE- 37p.; For related documents, see EC 172 545-547.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Definitions; Delinquency; Employment; *Handicap Identification; *Intervention; *Learning Disabilities; Models; Program Descriptions; Secondary Education; Student Characteristics; Task Analysis

Part of a study of the link between learning disabilities (LD) and juvenile delinquency (JD), the paper reviews definitions and treatment principles. An introduction reviews definitions of the federal government (in regulations for P.L. 94-142, the Education for All Handicapped Children Act), of the Association for Children and Adults with Learning Disabilities, of laymen, and of the LD/JD project. A glossary is then presented along with a list of common manifestations of LD. A section on treatment decisions notes the indicators of LD, the rights and needs of LD youths, and treatment alternvatives. This is followed by a description of two alternative programs--an academic treatment approach using task analysis and a life skills training program focusing on getting and keeping a job and moving toward independent living. Appended material includes identification and medical history forms. (CL)

ED 256 161 FL 014 968

Benevento, Jacqueline
Issues and Innovations in Foreign Language Education. Fastback 222.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-222-4
PUB DATE- 2 Apr 85
NOTE- 38p., Publication of this fastback was sponsored by the South Bend Indiana Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, P.O. Box 789, 8th and Union, Bloomington, IN 47402 ($0.75; $0.45 each for 25-99 copies)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Innovation; *Educational Research; FLES; Information Sources; International Studies; *Language Proficiency; Language Teachers; Language Tests; Professional Associations; Public Opinion; *Public Relations; *Second Language Instruction; Teacher Education; *Teaching Methods; Testing

Studies indicate that American students have an inadequate understanding of world affairs, with implications for United States national security, business interests in foreign markets, and education in general, and specific recommendations have been made for the improvement of foreign language instruction. Foreign language education in the 1980s reflects fundamental changes in philosophy and objectives, and leaders in foreign language education agree that the fundamental objective is the ability to use language in meaningful ways. With this shift in approach, changes are necessary in program content, instructional materials, and learning activities. Innovations include elementary school programs emphasizing language use in real-life situations, immersion, exploratory programs, schools of international studies, the international baccalaureate, and instruction beyond the classroom. The global education movement in social studies has been especially relevant for foreign language study, and technological applications in foreign language instruction are being updated to emphasize communication. Another current emphasis is on assessment of language proficiency. Improvement in preservice teacher education, while indicated, has been difficult, but a variety of inservice development options are available, and professional associations are an important source of assistance. A need exists for additional research and promotion of public awareness of foreign language study. (MSE)

ED 256 026 EA 017 650

Cavanaugh, R. B.
How to Manage Space.

PUB DATE- 84
NOTE- 112p.
AVAILABLE FROM- R. B. Cavanaugh Publications, 15 Grove Street, Winchester, MA 01890.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administration; Administrator Guides; Architects; Committees; Cost Effectiveness; Cost Estimates; Engineers; Facility Planning; *Facility Requirements; Facility Utilization Research; Furniture; Offices (Facilities); Recordkeeping; *Records (Forms); *Space Classification; *Space Utilization; Standards;
IDENTIFIERS- Floor Plans

Major institutions and organizations are increasingly recognizing the need for organized and structured action on space administration. In large organizations the successful administration of space matters requires a committee that includes an architect; an engineer; and ranking persons from personnel, planning, and finance departments. Procedures and standards need to be established so that relatively consistent results can be expected from proper requests. Sample forms are provided for a notification of space changes and space change work; a budget summary; a notification of a space change review; an authorization for project start; and a record of completed projects. Supporting material and records include room inventory lists, floor plans, minutes of meetings, summary of requests, and historical data. Even after a space administration system is organized, problems can be expected. Although solutions are not always possible, accommodations are suggested for problems of excessive demand, space hoarding, and status conflicts. Some space matters that may require the direct participation of top management are office location in regard to architectural heritage and centrality; obligations to important new employees and those of extraordinary ability; and allowances for the sensitivities and idiosyncracies of professional personnel. (MLF)

ED 256 055 EA 017 680

Teacher Quality and the Role of the Principal.
California State Board of Education, Sacramento.
PUB DATE- 8 Feb 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Role; Administrator Selection; Career Ladders; *Educational Policy; Elementary Secondary Education; *Instructional Improvement; Position Papers; Principals; Recognition (Achievement), Teacher Certification; Teacher Education; *Teacher Qualifications; Teacher Recruitment; Teacher Role; Teacher Salaries; Teaching Conditions
IDENTIFIERS- *California

As an adjunct to the California State Board of Education's 1983 report, "Raising Expectations: Model Graduation Requirements," this paper presents legislative and administrative recommendations on teacher quality and on the principal's role. The State Board's Master Plan Committee, which also produced "Raising Expectations," developed these recommendations with advice from professional organizations and in collaboration with the State Department of Education. The subjects of the recommendations are (1) admission standards for teacher education, (2) improved teacher education programs, (3) alternative certification, (4) teacher salaries, (5) professionalism for teachers, (6) improving teaching conditions, (7) lesson preparation time, (8) career ladders, (9) recognition for outstanding performance, (10) staff development, (11) teacher recruitment in high schools and colleges, (12) teacher dismissal, and (13) the principal's role and principal selection. (MCG)

ED 256 129 EC 172 530

Yoneshige, Dora
Advocacy Skills: Applied to Integration and Access of Special Education Children in Full Learning Environments. A Ho'okoho Module.
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE 83
NOTE- 68p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532. Portions of the handouts may be marginally legible.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; *Child Advocacy; Competence; *Disabilities; Elementary Secondary Education; Legal Aid; *Teacher Role; Teacher Workshops
IDENTIFIERS- *Hawaii Integration Project

The module applies advocacy skill instruction to the integration of severely handicapped students. The instructor's material is presented for four competencies (understanding the concept of advocacy, factors essential for effective advocating, developing effective advocacy skills, and recognizing elements crucial to implementing an integration program for special education students into the total school environment) and their related activities and materials. Objectives of each competency are presented along with suggestions for discussion. Handout materials include reprints on advocacy, sample progress reports, and monitoring checklists. (CL)

ED 256 175 FL 015 002

Kachru, Yamuna
Applied Linguistics and Foreign Language Teaching: A Non-Western Perspective.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Classroom Techniques; *English (Second Language); Language Variation; Material Development; Research Needs; *Second Language Instruction; *Second Language Learning; Sociolinguistics; *Teaching Methods

Serious basic research leading to adequate descriptions of English and other languages of wider communication around the world in their sociolinguistic contexts is needed. This must be accompanied by applied research in second language acquisition and innovative research in teaching methodology and curriculum and materials development. With the present state of knowledge regarding what makes language learning possible, it is more useful to encourage different methodologies, both familiar and new, rather than reject any as outdated. Different methods and classroom practices use different areas and pathways of the brain and result in greater success in learning. From a non-western perspective, these are the challenges that applied linguistics and foreign language pedagogy face today. (Author/MSE)

The Award Winners. ACT/NACADA National Recognition Program for Academic Advising, 1984.

American Coll. Testing Program, Iowa City, Iowa.; National Academic Advising Association, Pomona, NJ.

PUB DATE- Oct 84
NOTE- 84p.
AVAILABLE FROM- ACT/NACADA National Recognition Program, The American College Testing Program, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Adult Students; *Awards; Church Related Colleges; College Freshmen; *College Students; Community Colleges; Computer Oriented Programs; *Educational Innovation; Higher Education; *Improvement Programs; Peer Counseling; Private Colleges; Program Descriptions; State Colleges; Student Development; Universities
IDENTIFIERS- Computer Assisted Advising

Awards to colleges that have improved academic advising are made by the American College Testing Program and the National Academic Advising Association. Descriptions are provided on seven programs that received outstanding institutional advising program awards, as well as 10 programs that received certificates of merit. The exemplary programs represent different types of postsecondary institutions. The descriptions provide information on: the school, program objectives, evaluation methods and results, and potential applications to other schools. The seven award-winning programs and schools are: "A Multifaceted Approach to Advising" (Iowa State University), "Hui Aikane Peer Advising Program" (University of Hawaii at Manoa), "Freshman Explorations" (Tufts University), "The Revised Academic Advising Program" (College of the Holy Cross), "Total Student Development" (Heidelberg College), "Centralized Advisement for Special Populations" (Eastern Illinois University), and "Academic Advising Center" (Genesee Community College). Programs of the certificate of merit winners include: advising service for adult students and prospective students, an enrollment services system, a pre-major advising center, freshman advising, and computer-assisted academic advising. (SW)

ED 256 203 HE 018 237

Parker, Susan D.; Seymour, John
Attitudes of Alabama Legislators Toward Higher Education.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *College Role; *Educational Attitudes; Governance; *Government School Relationship; *Higher Education; Individual Characteristics; *Legislators; *Public Policy
IDENTIFIERS- *Alabama

The attitudes of 100 Alabama legislators toward higher education and about major issues facing higher education in the State were investigated. Surveys were returned by 79 house members (75 percent) and 21 senate members (60 percent). Attention was focused on legislators' views of the mission of higher education, how higher education should be defined and funded, the role of athletics, who should control higher education, criteria for admitting students, the role junior colleges should play, and how accountability should be measured. Also considered was the relationship of legislators' attitudes to background data (i.e., legislator's experience, education, race, age, size of home town, geographic location, party affiliation, profession, and liberal or conservative philosophical base). Findings lead to the following conclusions: there is little agreement among legislators as to how higher education should be funded; legislators have a favorable perception of higher education in Alabama; there is no agreement on an effective method to reduce duplication in higher education; legislators feel that higher education is their responsibility; and legislators desire a greater degree of accountability for higher education. (SW)

ED 256 217 HE 018 252

Cawley, Catherine
Guidelines: Senior Colleague Advisory Network.
American Association of State Colleges and Universities, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-88044-103-8
PUB DATE- Jan 84
NOTE- 23p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; *College Planning; College Role; *Consultation Programs; Educational Objectives; *Financial Problems; Guidelines; Higher Education; *Intercollegiate Cooperation; Needs Assessment; Problem Solving; Program Development; Program Implementation; *State Colleges
IDENTIFIERS- American Association of State Colleges and Univs; Institutional Mission; Public Colleges; *Senior Colleague Advisory Network; *Site Visits

Guidelines for planning and operating a Senior Colleague Advisory Network (SCAN) team visit are presented, based on the experiences of participants in the American Association of State Colleges and Universities' (AASCU) SCAN project. Guidelines for the institution cover: determining the need for a consulting visit, the need for presidential involvement, defining and communicating the visit's purpose, choosing team members and dates, previsit contact with team members, the initial meeting, and the structure of sessions. Guidelines for visiting colleagues are also included. The prime objective of each consulting visit is to provide assistance to an AASCU institution by a team of colleagues to help clarify an institution's mission in conjunction with a decline in institutional resources. SCAN teams help institutions facilitate the establishment or refinement of internal goals and plans. In addition to suggestions offered the host institutions by the SCAN team, the visits provide an opportunity for university officials to meet and exchange views with senior colleagues from other institutions. Included are a sample schedule for the actual colleague visit and a list of the sequence of activities by the host institution, including the preparation for the visit. (SW)

ED 256 231 HE 018 266

Alpert, Richard
Using Consultants in Institutional Marketing.
American Association for Higher Education, Washington, D.C.
PUB DATE- Apr 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Presidents; *Consultation Programs; Enrollment Trends; Higher Education; *Institutional Advancement; Leadership Responsibility; *Marketing; School Holding Power; *Student Recruitment; Teacher Participation
IDENTIFIERS- Institutional Vitality

The ways in which consultants can be helpful in a college's marketing effort are considered. Market research and planning should commence about a year before the admissions cycle begins, and it is best for the college to engage in marketing before enrollments deteriorate. The institution must take an active role at all stages of the relationship with the consultant. Since market research and market planning address central strategic issues facing an institution, the president should be committed to the effort and provide leadership. The president's role is particularly important after the consultant's report has been submitted, when increased political support for the research findings and marketing recommendations is needed. Faculty should be involved in defining central questions, designing market research questionnaires, formulating the plan, and supporting recommendations. The marketing consultant must be a catalyst for dialogue and a source of new ideas that can gain support among the faculty. The retention of current students is important to successful recruitment of new students. Finally, marketing has the potential for enhancing the institution's internal morale and vitality. (SW)

ED 256 245 HE 018 280

Stahl, Norman A.; And Others
Avenues for Chronicling and Researching the History of College Reading and Study Skills Instruction. College Reading and Learning Assistance Technical Report 85-01.
Georgia State Univ., Atlanta.
PUB DATE- Feb 85
NOTE- 23p
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Archives; *College Instruction; *Educational History; Higher Education; Literature Reviews; Publications; Reading Consultants; *Reading Skills; *Research Methodology; State of the Art Reviews; *Study Skills; Textbooks; *Trend Analysis

Major historical work or chronicles of the field of college reading and study-skills instruction are identified, and 10 directions for further historical research are proposed. One approach for recounting the field's history is extensive chronicles that integrate a multitude of primary and secondary historical sources. The second major category of historical literature consists of historical summaries or outlines of the field, which highlight events or trends in the field. Compared to chronicles, summaries are less ambitious in their coverage of the occurrences and concerns of the varied areas. Works in the third category, historically important monographs and texts, were not issued initially as historical discussions but have assised the college reading specialist in understanding trends. The following topics for future historical research are considered: judging the impact of historical events, focusing on an era, assessing the impact of individuals, consulting the experienced, noting trends in programs, tracing changes in materials, observing changes across textbook editions, judging innovation, appraising elements of instrumentation, and creating archives. (SW)

ED 256 260 HE 018 325

Attracting and Retaining Adult Learners (ARAL). A Compilation of Selected Program Descriptions Taken from the 1980 ARAL Survey.

American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.

PUB DATE- 83
NOTE- 260p.; For the summary report, see HE 018 326.
AVAILABLE FROM- The American College Testing Program, P.O. Box 168, Iowa City, IA 52243 ($18.00 per copy; for orders of 6 copies or more, $13.50 each).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Academic Persistence; *Adult Students; Ancillary School Services; Curriculum Development; Higher Education; Marketing; Prior Learning; Program Descriptions; *Program Effectiveness; *School Holding Power; School Orientation; School Schedules; School Surveys; Skill Development; Student Financial Aid; *Student Recruitment

A catalog of 205 descriptions of college programs to recruit and retain adult learners is presented, based on a national survey, "Attracting and Retaining Adult Learners" (ARAL), conducted in 1980 by the American College Testing Program. In addition to a brief program description, each program form provides information on the type of program, the target group, the primary purpose, satisfaction with the success of program, the estimated effectiveness of the program, and the contact person's name and telephone number. Mean satisfaction and effectiveness rankings for program categories and for target groups are displayed by institutional type. A cross-reference index is arranged by target group categories. Program categories are: registration; admissions; curricular innovations; administrative structure; financial aid; counseling; course offerings; orientation; skill development; class scheduling; marketing; recruitment; outreach; student services; academic advising; program evaluation; funding; career planning; support; and placement. Target groups include: nontraditional adults; part-timers; employed persons; public school teachers/administrators; career changers; the unemployed; first-time students; reentry students; high risk students; and currently enrolled students. (SW)

ED 256 274 HE 018 341

Jones, Susan Holtzer
Academic 8-to-5'ers; Student Affairs Staff at UC Davis.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Mar 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Career Ladders; *Employment Level; Females; Higher Education; *Inservice Education; Institutional Research; *Job Satisfaction; Males; *Promotion (Occupational); Questionnaires; School Counselors; School Nurses; School Personnel; School Secretaries; *Sex Differences; State Universities; *Student Personnel Workers; Work Attitudes
IDENTIFIERS- *University of California Davis

Results of a survey of student affairs staff at the University of California, (UC) Davis, are presented, with attention to different perceptions and experiences of male and female staff. A total of 309 staff (nurses, counselors, police, secretaries, administrators, and computer programmers) returned the Student Affairs Staff [illegible] for a response rate of 64 percent. About half of the staff members were actively interested in moving upward from their current jobs. While 71 percent felt their career field offered advancement opportunities, only 43 percent saw such opportunities at UCD, and only 23 percent saw opportunities in either student affairs or their individual units. The great majority of staff members had participated in at least some university-supported education or training, while men were significantly more likely than women to be involved in professional activities outside their immediate jobs. Information is also included on promotions, employment background, sources of job satisfaction, participation in different types of university-supported training, whether the university or employee paid for training, and areas of training needed for present job and for advancement. The questionnaire and statistical findings are included. (SW)

ED 256 288 IR 011 583

Rieber, Lloyd P.
The Effect of LOGO on Increasing Systematic and Procedural Thinking according to Piaget's Theory of Intellectual Development and on Its Ability to Teach Geometric Concepts to Young Children.

PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; *Courseware; Geometry; Grade 2; *Mathematics Instruction; Primary Education; Problem Solving; *Programing; Programing Languages; Teaching Methods
IDENTIFIERS- Instructional Effectiveness; *LOGO Programing Language; Turtle Graphics

This study investigated the effectiveness of LOGO's turtle graphics in both providing a model of systematic thought and in teaching simple geometry to young children in the second grade. The treatment given to 25 second grade students in the experimental group consisted of programming with LOGO's turtle graphics using four Apple II+ microcomputers. Students received approximately 1 hour of exposure every week for 3 months. The control group was a second grade class of 22 students from another school. Both groups were in the same school district and used the same textbooks and curriculum. The pretest and posttest scores of both groups were analyzed using dependent t-tests. The results showed that LOGO had a statistically significant effect on students' ability to think systematically and to understand certain geometric concepts. Nineteen references are listed. (Author/LMM)

ED 256 302 IR 011 622

Albright, Michael J.
Student Incentive Preferences in a Competency-Based Remedial Algebra Course.
PUB DATE- Apr 84
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Competency Based Education; Higher Education; *Incentives; *Mathematics Instruction; *Motivation Techniques; Remedial Instruction; *Remedial Mathematics; *Rewards; *Student Attitudes

Lack of effort is a major reason for non-success among students in remedial mathematics, and the presence of a reward or an incentive may increase motivation in this learner group. A survey investigated the attitudes of 421 students toward incentive options in a competency-based remedial algebra course at Iowa State University. Students rated the following incentives according to a seven-point Likert-type scale and a paired comparison questionnaire: awarding of course credit to count toward graduation; awarding of course credit not to count toward graduation; preference during course registration; release from required class attendance; opportunity to serve as tutor; posting of names of those who achieve high module scores; verbal praise from the instructor; reporting of module success to advisor; reporting of module success to parents; and no reward. Course credit to count toward graduation received an overwhelmingly favorable reaction. Only two other incentives received favorable responses: "preference during course registration" and "release from required class attendance." Results indicate that few of the rewards consistent with a competency-based system may be effective with students in remedial mathematics. Fourteen references are listed. (Author/LMM)

Grabinger, R. Scott; Amedeo, Douglas
CRT Text Layout: Prominent Layout Variables.
PUB DATE- Jan 85
NOTE- 38p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Design Requirements; *Evaluation Criteria; *Layout (Publications); Models; Q Methodology; Readability; *Visual Perception; *Visual Stimuli
IDENTIFIERS- *Text Legibility

This study asked participants to rate models of computer-generated text on the perceived ease with which it could be read and studied. These ratings were submitted to a Q-mode factor analysis to identify the underlying criteria used when the reader/perceiver formed a judgment related to the "study-ability" of the text model. Subjects were undergraduate student volunteers from the University of Nebraska-Lincoln Teachers College. Stimuli were 64 models of computer text designed to use variables that have been studied in both print and CRT legibility research and that are frequently used in text design. The stimuli reflected combinations of six frequently used format variables: leading, directive cues, paragraph indication, hypertext, position of heading, and line length. Subjects performed a Q-sort procedure, sorting the stimuli into seven piles according to the "study-ability factor." They were then interviewed about the criteria used during the task and asked why they rated stimuli as highest and lowest. While conscious of such stimulus characteristics as the presence or absence of directive cues, the length of lines, and double or single spacing, the participants were guided in their judgments by the overall structure, simplicity, and spaciousness of the documents. Twenty-seven references are listed. The experimental stimuli and instructions to subjects are included. (LMM)

ED 256 331 IR 011 651

Robinson, Rhonda S.
An Investigation of Technological Innovation: Interactive Television.
PUB DATE- Jan 85
NOTE- 27p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cable Television; Case Studies; *Consortia; *Educational Television; *High Schools; Program Evaluation; *Programing (Broadcast); Secondary Education; Teaching Methods
IDENTIFIERS- *Carroll Instructional Television Consortium; Illinois; Naturalistic Research; Two Way Television

A 5-year case study was implemented to evaluate the two-way Carroll Instructional Television Consortium, which utilizes a cable television network serving four school districts in Illinois. This network permits simultaneous video and audio interactive communication among four high schools. The naturalistic inquiry method employed included gathering data through student pre- and posttests, student/teacher surveys, observation, and interviews. Inquiry objectives were to determine system effectiveness, system effects on the teaching/learning process, the level of acceptance of interactive technology, and project success. Preliminary results in the first year indicate, according to student evaluations of technical considerations, that the system has improved; according to improved in both effectiveness and efficiency; administrators and other faculty perceptions show increased satisfaction with the system; and students in remote interactive television classes achieved as well on the posttest as students in live classrooms. Seven references and data collection instruments are included. (LMM)

ED 256 346 IR 050 857

Cohen, Aaron; Cohen, Elaine
Library Automation and Facility Planning.
PUB DATE- 80
NOTE- 280p.; Document contains many pages that will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Design Requirements; Electronic Equipment; *Facility Planning; *Library Automation; *Library Facilities; *Library Planning; Organizational Development; *Technological Advancement

This seminar and workbook are designed to aid librarians in planning and designing attractive and efficient libraries in light of the changing technologies of the 1980s. It is based on the premise that the electronic revolution of the 1980s will cause substantial changes in the work force, work processes, and the nature of physical layouts of libraries. Organized as a workbook, the report contains checklists and discussion within the following subject areas: libraries meeting the problems of the next two decades; work improvement/work simplification; behavioral aspects of space, the library manager's role; impact of automation on the work environment; computers and how they work (including a glossary); human factors in relation to the man/machine interface; the arrangement of space; physical planning for electronic systems; furniture; lighting and power; acoustics; and energy. Many charts, illustrations, and reprinted articles are used to clarify aspects within subject areas. A bibliography is included. ([illegible]C)

ED 256 361 IR 051 103

Mihel, Ivan, Ed.; Tudor-Silovic, Neva, Ed.
Education in Library and Information Science. Proceedings of the International Conference (Dubrovnik, Yugoslavia, May 21-26, 1984).
Zagreb Univ. (Yugoslavia). Inst. for Educational Research.
PUB DATE- 84
NOTE- 123p.; Prepared by the Referral Centre.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Developing Nations; Foreign Countries; Higher Education; Information Needs; *Information Science; *Information Scientists; Information Theory; *Library Education; Library Science; Professional Personnel; *Technological Advancement
IDENTIFIERS- *Yugoslavia

An international conference attended by 59 participants from 12 countries was organized to present Yugoslavia as a case study to the international audience, to bring to the Yugoslav audience a variety of international experiences in library and information science education and training, and to acquaint participants with some of the new perspectives and conceptual changes that are taking place in the field. A foreword and introductory remarks are followed by six papers comprising a case study of Yugoslavia: "Library Education in Croatia: State of the Art and Trends" (Lj. Markic-Cucukovic); "An Approach to Education in Information Sciences at Universities in Croatia" (N. Prelog); "A Draft for Organizing a Postgraduate Course in Information Science at the University of Skopje" (Z. Pejova); "Postgraduate Programme of Librarianship, Documentation and Information Science at the University of Zagreb" (V. Muljevic); "Bibliometric Analysis of Master Theses in Information Sciences (Postgraduate Studies in Librarianship, Archivistics, Museology and Information Science, 1961-1984, Zagreb, Yugoslavia)" (M. Tudjman, M. Milas, N. Tudor-Silovic, D. Boras); and "Library and Information Science Education for Yugoslavia: An External View of Needs and Problems" (W. L. Saunders). The next section comprises 12 papers revealing international experiences and approaches: (1) "The Structure of Library and Information Science Education in the United Kingdom" (B. Cronin); (2) "Much Ado about Little--Education for Research in Library and Information Science in the Nordic Countries (S. Schwarz); (3) "Current Technological Developments and Their Impact on Education in Library and Information Science Programs in Latin America" (A. Araya Marin); (4) "Library Education and Training for Sub-Professionals in Developing Countries" (E. D. T. Kularatne); (5) "Continuing Education and Training: The International Experience of the British Council" (D. Gunton); (6) "Contribution of UNESCO in the Education and Training of Information Specialists" (K. Roberts); (7) "User of Information Education through School Libraries" (T. Blazekovic); (8) "The Role of Information Science Education for Social Scientists and the Development of Information Activities" (S. Splichal); (9) "Education for New Professional Roles in the Information Society" (M. L. Dosa); (10) "Education for the Information Professions: The International Trends toward an Integrated Approach to the Education of Information Professionals" (B. Rugaas); (11) "Information Science Education for the 80s" (G. Wersig); and (12) "Expanding Horizons: Trends in Education for Library and Information Science" (B. Cronin). Final remarks and a list of resource persons and participants conclude the report. (THC)

ED 256 375 IR 051 118

Salasin, John; Cedar, Toby
Knowledge Transfer in an Applied Research/Service Delivery Setting.
MITRE Technical Report.
Mitre Corp., McLean, Va.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- MTR-82W122
PUB DATE- Aug 82
NOTE- 135p.
GRANT- 5R12MH26058
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Structures; *Communication (Thought Transfer); Communications; Health Occupations; *Health Personnel; Information Networks; *Information Seeking; *Information Sources; *Information Utilization; *Rural Areas; Surveys; Technology Transfer
IDENTIFIERS- Information Transfer

A survey was administered in 1979 to people whose occupations involved them in various aspects of rural mental health services; its purpose was to collect information for the development of approaches for improving the transfer of information in applied research fields. Using a variety of sources to identify potential study members (researchers, practitioners, and/or policy makers), a national sample of 9,000 people was selected to receive the survey. Data collected from 1,666 respondents describe information-seeking behavior, sources used to obtain information about various topics, and the use and value of these sources by or to individuals in different work roles and settings. This document comprises: (1) an introduction covering the use of information sources and knowledge transfer structures; (2) methodology for describing information-seeking behavior including survey format, sample selection strategy, and responses to the survey; (3) the use and value of information sources including major sections on general information-seeking behavior characteristics, quality rating of information sources, and a summary of findings; (4) information exchange among individuals including contact initiators and receivers, person-to-person communication networks, and a summary of findings; (5) a general discussion; and (6) references. The survey form is appended and numerous tables and figures support the report. (THC)

ED 256 389 JC 850 164

Articulation.

Florida State Dept. of Education, Tallahassee. Div. **of Community Colleges.**

PUB DATE- Dec 82

NOTE- 67p.; For the December 1984 report, see ED 251 149.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Age; Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Ethnic Groups; Females; Grade Point Average; Majors (Students); Males; Postsecondary Education; State Universities; *Student Characteristics; Tables (Data)

IDENTIFIERS- *Florida

Descriptive statistics are presented on those students in Florida's State University System (SUS) who were previously enrolled in one of the state's 28 public community colleges. A series of tables present fall term data for 1979 through 1981, including information on students' sex, age, and race; SUS enrollment rate of community college students; credits transferred; distribution of students by the university at which they were registered and the community college from which they transferred; grade point average (GPA); and students' majors. Highlighted findings included the following: (1) the total number of transfer students attending the SUS increased from 34,344 in 1979, to 36,075 in 1980, to 39,470 in 1981; (2) males outnumbered females by 2% in 1979 and in 1980, but females outnumbered males in 1981 by less than 1%; (3) proportionately, black student representation declined from 7.5% in 1979 to 6.7% in 1981, while white student representation has declined from 81.4% to 79.1%; (4) Hispanic representation increased from 7.3% to 9.4% during this period; (5) the mean age of students decreased from 25 in 1979 to 24 in 1981; (6) students tended to complete their university work or otherwise leave after approximately 3 years; (7) 76.6% of the transfer students in 1981 transferred 60 semester hours or more upon entering the SUS; and (8) 82.8% of the transfer students earned a GPA of 2.0 or higher while enrolled at the SUS. (LAL)

ED 256 403 JC 850 178

Report for Florida Community Colleges, 1983-1984. Part I: Statistical Tables.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

PUB DATE- Mar 85
NOTE- 128p.; For Part II, see JC 850 179.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Full Time Equivalency; Income; Salaries; School Personnel; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida

Statistical data are presented on student enrollments, academic programs, personnel and salaries, and finances for the Florida community colleges for 1983-84. A series of tables provide data on: (1) opening fall enrollment by class, program and student status; (2) fall enrollment headcount by age groups; (3) annual program headcount enrollment; (4) annual full-time equivalent (FTE) enrollment by term and discipline; (5) headcount enrollment in vocational programs, and supplemental and apprenticeship courses; (6) headcount of developmental and community instructional services students; (7) student acceleration; (8) degrees and other formal awards; (9) inventory of vocational programs; (10) summary of scheduled salary ranges for instructional personnel; (11) average salary by contract length for instructors, department administrators, management personnel, and non-instructional professional personnel; (12) salaries for selected positions; (13) fringe benefits for faculty; (14) college employees by sex and race; (15) statement of beginning balance, revenues, and other receipts for the general current fund and restricted current fund; (16) educational and general expenditures for the general current fund and restricted current fund; (17) unexpended plant fund additions and expenditures; (18) cost per FTE; and (19) direct cost of instruction and support programs by college. (HB)

ED 256 417 JC 850 193

Parsons, Michael H.
A Marriage of Necessity: Professional Development through Business/Industry Articulation.
PUB DATE- 16 Apr 85
NOTE- 20p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Programs; *Faculty Development; Professional Development; Program Descriptions; *School Business Relationship; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- *Hagerstown Junior College MD

At Hagerstown Junior College (HJC), a project was developed to integrate the college's need for increased enrollment with community college faculty development and industry's need for worker retraining. The project involved agreements between HJC and Mack Trucks, the largest employer in the college's service area. The first program developed, the HJC-Mack instructor exchange program, addressed the need to keep faculty updated on new technology and processes and to contribute to upgrading the skills of Mack employees. Within this exchange program, three Mack employees taught courses at HJC and college personnel presented 13 training activities for Mack employees ranging in length from 6 to 20 hours. The second program, the HJC-Mack personnel assignment program, involved HJC personnel in reviewing the content of Mack's training program and the qualifications of the trainers providing the instruction. Under this arrangement, the Mack trainers submit the content of their programs and their credentials to the college for assessment. If a training activity has sufficient content for the awarding of credit and the trainer meets college teaching standards the workers taking the course can receive college credit. These programs benefit the college by checking enrollment decline, increasing college personnel's familiarity with industrial training and its applications, and by making faculty aware of the relevance of new technology in the classroom. The HJC-Mack agreements are appended. (HB)

ED 256 083 EC 170 490

Scruggs, Thomas E.; Williams, N. Joanne
Teaching Test-Taking Skills to Learning Disabled and Behaviorally Disordered Children. SUPER SCORE: Test Taking Manuals and Workbooks.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 2 Jul 84
NOTE- 312p.; Part of this document in: Scruggs, Thomas E. The Administration and Interpretation of Standardized Achievement Tests with Learning Disabled and Behaviorally Disordered Elementary School Children. Final Report. See EC 170 489.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Attention Control; *Behavior Disorders; Elementary Education; *Learning Disabilities; Lesson Plans; *Reading Comprehension; Test Coaching; *Test Wiseness; Word Recognition; *Word Study Skills

The package presents a training approach for increasing test-taking skills of learning disabled (LD) and behaviorally disordered (BD) children along with a research study illustrating the approach's effectiveness with 92 LD or BD elementary students. The approach focuses on such strategies as attending to appropriate stimuli, marking answers carefully, using time well, and avoiding errors. The package presents lesson plans and student workbooks (with correct answers) on such topics as: (1) word study skills, including vocabulary, contractions, and syllables, and (2) reading comprehension. Each lesson presents a script for the trainer, ideas for remedial work, optional activity suggestions, and a review of previous lessons. (CL)

ED 256 099 EC 172 097

Becnel, Shirley T.
CABS Project, Computers and Basic Skills: A Design Model for Writing Computer Programs That Teach the Basic Skills to LD and SL Students.
PUB DATE- Jul 84
NOTE- 42p.; Paper presented at the International Convention of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Cognitive Processes; *Computer Assisted Instruction; *Curriculum Development; Elementary Secondary Education; *Learning Disabilities; Program Development; *Slow Learners
IDENTIFIERS- Gagnes Taxonomy

The report presents a framework for the application of a curriculum model to computer programs designed for special education students, specifically slow learners and learning disabled students in regular and special education classes. The program content includes selected basic skills instructional components that are transferable to a computer. The instructional model used is Gagne's algorithm which reflects cognitive learning theory. There is a discussion of the integrative nature of the program and an explanation of program design including data regarding student and teacher response. (General and sample lesson plans for both mathematics and the language arts are included; instructional computer program names are listed with brief comments.) (Author/CL)

ED 256 146 EC 172 547

Crawford, Dorothy

Prevalence of Handicapped Juveniles in the Justice System: A Survey of the Literature.

Research and Development Training Institutes, Phoenix, AZ.

PUB DATE- 82

NOTE- 18p.; Edited from Written Testimony for the Select Committee on Children, Youth and Families. For related documents, see EC 172 545-546.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Delinquency; Emotional Disturbances; *Incidence; Justice; *Juvenile Courts; *Learning Disabilities; Mental Retardation; Research Problems; Secondary Education

Part of a study on the link between LD (learning disabilities) and delinquency, the paper summarizes the literature on the prevalence of handicapped juveniles in the justice system. Following a review of methodological limitations in the literature, the paper summarizes findings about the prevalence of emotional disturbances, mental retardation and LD in juveniles in the justice system. It was concluded that the prevalence of handicapped juveniles in the justice system is significant and presents complex problems. Recommendations center on the needs for uniform definitions and operational criteria for handicapping conditions, for systematic early identification and intervention for at-risk children, and for better coordination of services between the systems. (CL)

ED 256 041 EA 017 666

Jones, Thomas H.; Fulginiti, Jeanne

Private Schools and Government Finance: A Taxonomic Classification of Alternatives.

PUB DATE- 27 Apr 84

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classification; *Educational Finance; Elementary Secondary Education; Foreign Countries; *Government Role; National Programs

Policies for the provision of financial aid to elementary and secondary schools by national governments can be classified into four types: statist, in which no private education exists and only state schools are funded; separate, in which private education is privately funded and public education receives government support; supportive, in which both private and public education are fully government funded; and syncretic, in which private schools receive substantial but not full government funding. These categories were developed using taxonomic research methods involving data analysis, literature reviews, and instrument verification. Examples of countries falling into each category are provided. A short bibliography is included. (PGD)

ED 256 070 EA 017 704

Bird, Ronald E.

Competing for Quality: An Analysis of the Comparability of Public School Teacher Salaries to Earning Opportunities in Other Occupations. Occasional Papers in Educational Policy Analysis. Paper No. 415.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 34p.
GRANT- NIE-G-83-0076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Demography; Economic Research; *Educational Economics; Elementary Secondary Education; Employment Opportunities; Employment Patterns; *Labor Market; Multiple Regression Analysis; *Public School Teachers; Regression (Statistics); *Salary Wage Differentials; Statistical Analysis; Teacher Employment; Teacher Persistence; *Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *United States (Southeast)

This paper describes an initial effort to provide a carefully reasoned, factually based, systematic analysis of teacher pay in comparison to pay in other occupations available to college-educated workers. It also reports on the sensitivity of these salary comparison estimates to differences in certain characteristics of the labor force, such as sex, age, marital status, and ethnic identity. The data, derived from the individual record file of the March 1983 Current Population Survey of the United States Bureau of the Census, consisted of observations of college-educated salaried workers in the 12 southeastern states: 3,383 nonteachers and 373 public school teachers. Primary analysis of data provides comparisons of average annual wage between teachers and nonteachers, personal characteristics of the two groups, and comparison of average annual teacher salaries for 1981-82 and 1982-83. A regression equation is then used to relate annual earnings of college-educated workers in nonteaching occupations to various independent variables. Results of the analysis show that current teacher pay levels are inadequate to compete with other occupations. Suggestions are made as to the specific salary ranges within which competitive teacher salaries might lie. References are included, along with six illustrative tables. (TE)

ED 256 114 EC 172 512

Upton, Graham; Rendle, Hazel
Whose Children Now?
Cardiff Univ. (Wales).
PUB DATE- 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Resources; Disabilities; Elementary Secondary Education; *Family Programs; *Family Relationship; Followup Studies; Foreign Countries; *Mental Retardation
IDENTIFIERS- *Wales

The study is a followup of one carried out in 1977 in South Wales examining problems created by the presence of a mentally handicapped child in the family. Parents of the followup sample, representing only one-third of the original, were interviewed regarding the handicap and its specific effects, family practical needs and problems, family life, medical services, education, and support. Results are analyzed separately for each topic, and as a whole, show continuing high levels of problems experienced by the families involved. Areas of continuing concern included problems in family management and housing and the availability of specialist equipment. Growing concern was noted for post-school provision. Parents appeared to be more satisfied with educational and medical provisions than they had been in the original study. However, the majority reported a continued lack of information about services available to the handicapped and their families. (CL)

ED 256 130 EC 172 531

Yoneshige, Dora

Art of Being with One Another: Applied to Integration and Access of Special Education Children in Full Learning Environments. A Ho'okoho Model.

Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 83
NOTE- 85p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Individual Differences; Labeling (of Persons); Severe Disabilities; *Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- *Hawaii Integration Project

Part of a series designed to facilitate integration of severely handicapped students, the booklet presents a module on promoting the acceptance of individual differences. The instructor's information lists objectives and procedures for addressing five competencies: (1) to develop an awareness of one's own attitudes toward disabled persons to facilitate positive attitudinal changes; (2) to become aware of the social, organizational and personal influences affecting one's perceptions of disabled individuals and of the reasons for possible discomfort; (3) to understand the impact of labeling behavior; (4) to develop an understanding of effective instructional materials and techniques to facilitate the acceptance of individual differences in the school environment; and (5) to gain an understanding of the importance of age appropriate groupings of disabled and nondisabled students for promoting acceptance of individual differences and facilitating integration. Handouts include sample case histories and attitude scales. (CL)

ED 256 176 FL 015 003

Coyle, Joseph M.; Bisgyer, Delia M.

What Constitutes 'Genuine' Communication in the Adult L2 Classroom? A Search for a Definition through Classroom Observation Research. Final Report.

Washington Consulting Group, Inc., Washington, DC.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 26 Oct 84
NOTE- 70p.
GRANT- NIE-G-83-0056
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Classroom Communication; Classroom Observation Techniques; Classroom Techniques; Communicative Competence (Languages); Educational Strategies; English (Second Language); *Questioning Techniques; *Second Language Instruction; *Teacher Student Relationship

To develop a more accurate and functional definition of "real communication" in the second language classroom, research into the language of teachers and students in their interactions was undertaken through classroom observation. The results show that the assumption that second language classroom language can be described as focusing either on form or on message does not reflect a third language category, "restricted" language, such as that of many teacher questions. This form focuses completely on message but transfers no information. It is suggested that the existence of this category may explain in part why teachers are unable to move into true communicative teaching but have stayed in an approach dominated by restricted language questions, which limits student participation to responding to questions. Examination of one unusual classroom interaction pattern led to development of a classroom activity/approach, entitled "The Teacher is Unprepared Approach," in which the interaction language must be unrestricted and the disckurse pattern must correspond to that of native-speaker interaction. The approach is found to work because the conversational initiative lies with the students and all of the language generated is unrestricted. (MSE)

ED 256 347 IR 051 088

Johnson, Jean, Ed.

Library Services to Off-Campus Students. Articulation Conference Proceedings (1st, Casper, Wyoming, November 10-11, 1983).

SPONS. AGENCY- Wyoming Academic Deans Council.

PUB DATE- Nov 83

NOTE- 54p.; For related document, see IR 051 089.

AVAILABLE FROM- University of Wyoming Libraries, Box 3334, University Station, Laramie, WY 82071 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Libraries; *Extension Education; Higher Education; *Information Needs; Library Collection Development; Library Cooperation; *Library Planning; *Library Services; Needs Assessment; *Outreach Programs; Position Papers; Public Libraries; State Libraries; Technological Advancement

IDENTIFIERS- *University of Wyoming

With the concerns of off-campus students and faculty in mind, the Wyoming Academic Deans Council sponsored a conference to examine the issues of library services to these populations. Personnel from the Wyoming State Library and several public libraries also attended the 2-day conference. This document comprises the full text of six papers presented at the conference, concerns expressed by the librarians in discussion sessions, and a full action plan including needs/problems identified, a priority ranking, recommended actions, a designated person, and a time frame within which to accomplish the action. The papers presented are: (1) "Welcome, Librarians" (Lloyd Loftin); (2) "Perspective on Needs and Issues" (Sandra Donovan); (3) "U.W. (University of Wyoming) Long Range Planning for Extension" (Jean Johnson); (4) "Applied Technology in Telecommunications" (Tom Duncan); (5) "The State Library" (Helen Higby); and (6) "U.W. (University of Wyoming) Collections Development" (Paul Cors). A program and a list of participants, other interested persons, and speakers are included. (THC)

ED 256 027 EA 017 651

School District Officials Face Problems in Dealing with Asbestos in Their Schools. Report to the Chairman, Subcommittee on HUD--Independent Agencies.

General Accounting Office, Washington, D.C.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Appropriations.

REPORT NO.- GAO/RCED-85-91

PUB DATE- 19 Mar 85

NOTE- 66p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrators; Air Pollution; *Asbestos; Board of Education Policy; *Compliance (Legal); Consultants; *Decision Making; Elementary Secondary Education; Government Publications; Graphs; *Hazardous Materials; *Needs Assessment; Public Schools; School Districts; School District Spending; School Safety; Technical Assistance; *Waste Disposal

IDENTIFIERS- *Environmental Protection Agency

To determine how school districts are handling the problems of asbestos in their schools, the General Accounting Office (GAO) conducted interviews and asked standarized questions of officials at 6 Environmental Protection Agency (EPA) regional offices, 12 state offices, and 36 school districts in 12 states. This report presents information on the framework in which decisions on asbestos are being made, the appropriateness of the abatement actions, and the quality of the abatement work. Researchers found asbestos in over one-half of the schools in districts visited. In these 36 districts, 28 used consultants and 12 reported difficulty in identifying qualified consultants, and over $51 million had been spent on asbestos abatement. Suggestions cited the most frequently by EPA, state, and school district officials and by at least one official at each level of government included: (1) require state certification of contractors and consultants, (2) establish an independent governmental unit to monitor and inspect abatement actions, (3) provide better technical guidance and assistance, (4) establish a definitive standard specifying the level of exposure that should be abated, (5) provide more information about asbestos hazards and remedies, and (6) increase federal funding for abating asbestos. (MLF)

ED 256 056 EA 017 681

Godfrey, Margaret; Swanchak, John
How Compatible? Board of Education's Power and Politics of Education.
PUB DATE- 8 Feb 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Virginia Beach, VA, February 1985). Paper contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Analysis of Variance; Board of Education Policy; *Board of Education Role; Elementary Secondary Education; Opinions; *Policy Formation; Politics of Education; School Surveys; *Superintendents; Trustees
IDENTIFIERS- New Jersey

The increasingly politicized environment of schools should be examined in the context of the board of education's legal powers and the politics of education. Historically, the superintendent of schools has dominated policy making, though school boards' influence has been noted in areas such as finance and physical facilities, and in smaller communities. This study examined the perceptions of school board members and superintendents as to their own and each other's influence in eight areas of policy. A questionnaire was administered to 62 New Jersey school districts, and 31 elected school boards were matched with 31 appointed school boards in two size categories of assessed valuation per pupil and three enrollment sizes. Five null hypotheses were tested through analysis of variance to determine whether there are significant differences in (1) the perceptions of superintendents in districts with elected and appointed schools boards as to who decided policy, (2) the perceptions of board members in districts with elected and appointed school boards, (3) the perceptions of superintendents and board members in districts with elected school boards, (4) the perceptions of superintendents and board members in districts with appointed school boards, and (5) the interaction of five categories of mean scores in the eight policy areas. Disparities between superintendents' and board members' perceptions suggest that superintendents should reevaluate their relationship to politics. A bibliography is included. (MCG)

ED 256 162 FL 014 978

Brann, Conrad B.
Official and National Languages in Africa: Complementarity or Conflict?
Laval Univ., Quebec (Quebec) International Center for Research on Bilingualism.
REPORT NO.- ICRB-H-5; ISBN-2-89219-151-3
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Languages; *Bilingualism; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Language Role; *Language Usage; *Official Languages; Political Influences; Postsecondary Education; Social Change
IDENTIFIERS- *Africa

Each African nation-state has a number of language domains which together constitute a national language space. The proportion in which this space is filled by territorial languages, regional languages, or one of several nationwide languages and the exolect (foreign language that serves as the official language) varies with each country. But in virtually all African states there is a movement toward selection of a single symbolic language. While African countries had an undifferentiated multitude of territorial languages, the imported, official exolect had to fulfill all central public functions. However, with the selection of regional ethnolects or lingua francas, certain public functions are being transferred to the latter. For now, the exolects fulfill three functions as: (1) the official interethnic communication medium in all central government functions, (2) the chief medium of secondary and postsecondary education, and (3) the main link with the international community. The replacement process is a slow one, and sudden shifts in language emphasis have historically resulted in neglect of the exolect, which proves deleterious to the countries' modernization. Language complementarity of the official exolect and national endolect, a balance of linguistic powers with continuous adjustment, should be encouraged as a means to fill the national language spaces and provide the necessary means of communication at central, regional, and local levels until the process of electing a central national form can be completed. (MSE)

ED 256 190 HE 018 161

Howard, Suzanne
Data Feedback: A Change Tool for Improving the Quality of Work Life in Institutions of Higher Education.
PUB DATE- 84
NOTE- 7p.; Reprinted from "Toward Equity: An Action Manual for Women in Academe," by Karen Bogart, available from the Project on the Status and Education of Women, 1818 R Street, N.W., Washington, D.C. 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); Age Groups; *Change Strategies; *College Faculty; *Feedback; Higher Education; Needs Assessment; *Participative Decision Making; Problem Solving; *Teacher Morale; *Teaching Conditions
IDENTIFIERS- *Junior Faculty

Factors that contributed to the demoralization of junior faculty at a university with 214 teaching and professional staff were identified and change strategies were recommended. A consultant held interviews with 65 current and 8 former staff members. Themes that emerged from the interviews were used to develop suggestions for improving specific work situations. Findings from the interviews were presented by the consultant to the university through seven 2-hour working sessions. The feedback sessions made it possible to share responsibility for interpreting the findings, to exchange feelings and perceptions, and to make and implement decisions that could bring about change. The groups taking part in the sessions were a mixture of department chairs, junior faculty, women and men, professional staff, and teaching faculty. A report on the themes and discussion topics were distributed to those who had been unable to attend the small-group sessions. Top administrators were invited to convene a group of concerned staff who could select priority issues and develop action plans, with time tables and targets. The overall objective of the approach was to help staff see the factors contributing to demoralization and to actively implement remedies. (SW)

ED 256 204 HE 018 238

Anderson, Kristine L.
Institutional Differences in College Effects. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 55p.; For related documents, see HE 018 239-240.
GRANT- NIE-G-82-0035
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Choice; College Desegregation; College Students; Comparative Analysis; Educational Attainment; *Employment Level; Higher Education; *Institutional Characteristics; Longitudinal Studies; Occupational Aspiration; *Outcomes of Education; *Private Colleges; Racial Composition; School Size; Selective Colleges; State Colleges; *Two Year Colleges; Vocational Followup
IDENTIFIERS- *National Longitudinal Study High School Class 1972; *Public Colleges

The effects of the nature of the college/university on students' academic persistence and attainment, achievement goals, and occupational attainment were studied. Students entering academic programs at two- or four-year colleges by fall 1974 were studied using findings of the National Longitudinal Study of the High School Class of 1972. College/university variables included college control and level, gender and ethnic composition, socioeconomic (SES) composition, degree of selectivity, percent of students at the graduate level, and tuition/fees cost per year. The analyses controlled for the influence of individual student variables that might account for college effects. In general, more academically selective, smaller, less vocationally-oriented colleges, with high levels of structural integration had positive effects on student attainment. In addition, colleges with larger proportions of low SES and minority students (which seem to be private four-year colleges) had generally positive effects, partly through more lenient grading standards that encourage persistence of students. Two-year colleges had the most negative effects on student educational attainment. Twelve statistical tables and a seven-page bibliography are appended. (Author/SW)

ED 256 232 HE 018 267

Wlodkowski, Raymond J.
Breaking the Finishing Habit.
American Association for Higher Education, Washington, D.C.
PUB DATE- Apr 85
NOTE- 5p.
AVAILABLE FROM- Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *College Instruction; College Students; Feedback; Higher Education; *Learning Motivation; *Motivation Techniques; *Student Attitudes; Student Educational Objectives; Student Motivation; *Teacher Effectiveness; *Teacher Student Relationship

Factors that influence college students' motivation for learning are discussed. When difficult assignments seem unconnected to any highly regarded outcome, students view them as another hurdle to be jumped to receive a good grade. Three influences that enhance intrinsic motivation are choice, optimum challenge, and positive feedback. In general, the more students see their learning as self-determined, the more likely they are to develop intrinsic motivation for what they are learning. For adult students, college programs should make explicit the connection between what adults are learning and why it is important to their lives and aspirations. Today's college students' massive experience with high-tech stimulation makes the average college lecturer much less effective. Too many college instructors are like students in wanting to get the class finished. Motivation is an interactive process: what the student brings to the classroom is affected by what the teacher offers. Today, college students are probably less motivated to participate in abstract learning than ever before. Faculty should address such questions as how to help students develop a positive attitude toward what is taught and how to make the subject matter stimulating. (SW)

ED 256 246   HE 018 281

Smith, Brenda; Elifson, Joan M.

Do Pictures Make a Difference in College Textbooks? College Reading and Learning Assistance Technical Report 85-02.

Georgia State Univ., Atlanta.

PUB DATE- Feb 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; College Students; Higher Education; *Illustrations; *Maps; *Reading Comprehension; Reading Research; *Textbooks; *Vocabulary Skills

The influence of the number of pictures in college textbooks on students' understanding of the text was studied. For six history texts, the numbers of pages, maps, and pictures were compared. Charts, graphs, and diagrams of processes were not counted. While the number of pages and the number of maps in these books have not changed significantly, the number of pictures has increased. To determine whether pictures improve students' reading comprehensi[illegible] a 1,108-word passage was illustrated with three pictures. Follow[illegible] reading of the passage, students completed 15 multiple-choice comprehensive questions that tested both literal and implied meanings, as well as a vocabulary test. For 140 students in eight classes, half the classes were tested with the pictures and half without pictures. No significant differences in the performance of the two groups occurred. In a second study with 145 students, 119 chose a handout with a reading passage illustrated with pictures, while only 26 chose a passage without pictures. It is concluded that while there seems to be no cognitive benefit for increasing the use of pictures, they seem to have an affective impact on students. (SW)

ED 256 261 HE 018 326

Levitz, Randi S.; Noel, Lee

Attracting and Retaining Adult Learners. Summary Report of a Nationwide Survey.

American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.

PUB DATE- 80

NOTE- 34p.; For the full report, see HE 018 325. Appendix B (the survey instrument) contains small print.

AVAILABLE FROM- The American College Testing Program, P.O. Box 168, Iowa City, IA 52243 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; *Academic Persistence; *Adult Students; Ancillary School Services; Curriculum Development; Higher Education; Marketing; Prior Learning; Program Descriptions; *Program Effectiveness; Questionnaires; *School Holding Power; School Orientation; School Schedules; School Surveys; Skill Development; Student Financial Aid; *Student Recruitment

Results of a national survey, "Attracting and Retaining Adult Learners" (ARAL), by the American College Testing Program are summarized. Attention is focused on programs and services that have been successful with adult learners. ARAL respondents were from three types of institutions: (1) those for whom adult learners represent a primary thrust of their institutions; (2) those for whom adult learners represent a new but growing clientele and who are interested in providing or expanding adult-focused programs; and (3) those who have little experience with adult learners but are interested in adults as potential students, and who plan to modify, expand, or create programs and services in order to attract this population. Data for each type of institution are provided on: mean adult and total enrollments; definitions of adults; reasons adults drop out; programs, services, and activities for adults; number and percent of program categories ranked most essential; number of program description forms returned; mean ranked satisfaction of program category; mean ranked effectiveness of program category; mean ranked effectiveness for target group. Information is also provided on stratification and sample sizes for the general sample. The ARAL questionnaire is appended. (SW)

ED 256 275 HE 018 342

Suhr, Jeanne

Study of the 1978 Summer STEP. The Summer "Bridge" Program at the Learning Skills Center, University of California, Davis.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Oct 80

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Persistence; Aptitude Tests; *College Freshmen; Grade Point Average; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; Remedial Programs; *School Orientation; Selective Admission; State Universities; Student Participation; *Summer Programs; *Transitional Programs

IDENTIFIERS- University of California Davis

The summer "bridge" part of the Special Transitional Enrichment Program (STEP) at the University of California (UC), Davis, was evaluated with attention to first-year academic performance and retention. STEP, part of the Educational Opportunity Program (EOP), is an orientation and academic program to help low-income and minority students make the transition to the university curriculum. A comparison was made of specially-admitted freshmen who attended summer STEP (group A) with those who began STEP in the fall (group B). Findings include: among the fall 1978 EOP special action freshmen who completed their first year at UC Davis, group A had lower high school grade point averages (GPA) and lower Scholastic Aptitude Test (SAT) math scores on the average than group B; group A students did as well academically as the academically better-prepared Group B students; total SAT scores carry negligible weight in predicting first-year college GPA and retention for these EOP specially-admitted freshmen; summer STEP participation does not significantly affect first-year college GPA after correcting for the influences of students' academic background/workload; and participation in summer STEP significantly affects retention as measured by quarters enrolled. (Author/SW)

Pottenger, Francis M., III
Exploratory Computer Literacy Curriculum Guide, Grades K-6.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- May 84
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Computer Literacy; *Computers; *Courseware; Elementary Education; Evaluation Criteria; Glossaries; Learning Activities; *Models; State Curriculum Guides
IDENTIFIERS- *Hawaii

Designed to help the classroom teacher choose materials and activities for students in implementing computer literacy, this guide provides a complete statement of behavioral objectives for the program in a taxonomy of objectives, and performance expectations are specified to provide both standards and evaluation guidelines. The grade level entry point for content needed to meet performance expectations is identified in a scope and sequence chart, which also indicates the modes of instruction for the concepts or skills. These instructional modes categorize the computer as either a tutor, tutee, tool, or topic. An activities chart, which lists general activities for each of the taxonomy's performance expectations by grade levels, is followed by lesson plans and materials for 18 suggested sample activities for the various grade levels. A list of the software, printed materials, and audiovisuals referenced in the activities is provided. Appendices include an exploratory computer literacy framework that was used as a model for the taxonomy, glossaries of acronyms and terms, and lists of recommended software, periodicals, and books. (LMM)

ED 256 303 IR 011 623

Alesandrini, Kathryn

The Instructional Graphics Checklist: A Look at the Design of Graphics in Courseware.

PUB DATE- Jan 85
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Computer Assisted Instruction; *Computer Graphics; *Courseware; Evaluation Criteria; *Evaluation Methods; Guidelines; Instructional Materials; *Visual Learning
IDENTIFIERS- Instructional Graphics Checklist; Software Evaluation; Software Reviews

A recent survey of 60 commercial computer assisted instruction (CAI) programs found that most of the programmed lessons used few or no graphics to communicate the main points. An Instructional Graphics Checklist was developed to reflect the research findings about the use of pictures in instruction and to serve as an informal evaluation instrument for educators to employ in determining whether a CAI lesson is making appropriate use of graphics in instruction. The checklist covers quantity of graphics, relevance of graphics to the topic and lesson, and types of graphics used (representational, analogical, or abstract). The checklist was applied to two CAI lessons: Green Globs, an algebra plotting game; and Dragon Mix, a math facts game. Based on the application of the checklist, the two lessons differ considerably, with Green Globs making excellent use of graphics, and Dragon Mix showing poor use of graphics. Twenty-eight references and a copy of the checklist are included. (LMM)

ED 256 317 IR 011 637

Gribble, Mary; And Others
Drill Sergeant or Math Teacher: Teacher Socialization and Computer Advertisements.
PUB DATE- Jan 85
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Computers; Computer Software; Layout (Publications); *Models; Photography; *Pictorial Stimuli; Socialization; *Teacher Role; *Teaching Methods
IDENTIFIERS- Computer Uses in Education; *Message Design; Muffoletto (Robert)

This paper addresses the question of teacher socialization through contrived images, i.e., the influence of advertising as part of an educational and socialization process. It examines ways in which computer advertisements directed towards teachers influence their perceptions of how computers can and should be used, and how the same advertisements help dictate the types of computer instruction currently in use in schools. A model developed by Robert Muffoletto is used to examine two computer system advertisements for direct and embedded messages. This model describes three elements in a photograph that interact with the viewer's sum total experience to give the viewer meaning: relationship, prop, and gesture. (Relationship is concerned with the spatial positioning of objects in the picture; props are objects within the picture and may be fully contained in a frame or may extend beyond a frame; and gesture refers to the action of props toward other props.) It is concluded that computer advertisements have psychological as well as sociological impact, and that embedded messages tie in with existing perceptions regarding computer use in the curriculum. Eight references are listed. (LMM)

ED 256 332 IR 011 652

Salcedo, Anunciacion M.
A Rhetorical and Structural Analysis of Instructional Television.
PUB DATE- Jan 85
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Awareness; *Cultural Education; *Educational Television; Elementary Education; Evaluation Methods; Foreign Countries; Grade 6; Grade 7; *Production Techniques; *Rhetorical Criticism; Semiotics; Social Studies; Videodisc Recordings
IDENTIFIERS- Instructional Effectiveness

The educational television series "Across Cultures" was evaluated to examine the effectiveness of the series and how the programs were structured to attain objectives. Designed to complement sixth- and seventh-grade social studies textbooks, the series on world cultures is composed of thirteen 15-minute programs about three widely divergent cultures on three continents: Osakans (Osaka, Japan); Tarahumara (Sierra Madre mountains, Mexico); and the Baoule River people (Yrakrou, Ivory Coast). Evaluation methods included a rhetorical analysis of the documentary and a semiotic analysis of the text. The semiotic analysis focused on three structural devices: time, edits, and forms of address, including narration and camera focal distance. Findings indicate that the program conveys the concepts of culture and cultural independence and familiarizes students with the cultures used as examples of the wide range of diverse world cultures. It was also found that the portrayal methods encouraged student appreciation of the Japanese culture, but the portrayal of the Tarahumara and the Baoule worked against the development of cultural appreciation. Twenty-five references are listed. (LMM)

ED 256 376 IR 051 119

Hutchins, Sandra E.
Lexical Analysis to Enhance Man/Machine Interaction: Simplifying and Improving the Creation of Software. Final Report.
Emerson and Stern Associates, San Diego, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 29 Jan 85
NOTE- 44p.
CONTRACT- 400-84-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Componential Analysis; Computer Software; Factor Analysis; Human Resources; *Language Patterns; Language Usage; *Lexicology; Linguistic Borrowing; *Microcomputers; Morphology (Languages); *Semantics; Small Businesses; *Syntax

By analyzing the lexicology of natural language (English or other languages as they are commonly spoken or written), as compared to computer languages, this study explored the extent to which syntactic and semantic levels of linguistic analysis can be implemented and effectively used on microcomputers. In Phase I of the study, the Apple IIe with 64K was used for the development of demonstration programs for real-time (as fast as the user types) spelling and grammar checking to illustrate the feasibility of implementing useful programs within the constraints of a microcomputer; programs ran on an Apple II+, with 48K as well. Phase II deals with additional grammatical questions and semantic issues, again concentrating on immediate feedback and utility in the educational environment. This four-part final report comprises sections on: (1) the significance of the problem; (2) study background; (3) a summary of achievements in Phase I; and (4) the technical approach. This last section makes up the majority of the report and includes sections on: the dictionary, syntactic tags, syntactic pre-scan, tagging procedures, parsing with incomplete information, context-free grammars, user feedback, and specific accomplishments. References, sample demonstration texts, and a feature option list are appended. (THC)

ED 256 390 JC 850 165

Interpretations of the Articulation Agreement.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 31 Dec 82
NOTE- 82p.; Agreement adopted by the Articulation Coordinating Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); Community Colleges; Educational Legislation; *Intercollegiate Cooperation; Postsecondary Education; State Colleges; *State Legislation; State Universities; Statewide Planning; *Transfer Policy
IDENTIFIERS- *Florida

The Articulation Agreement was developed by the Division of Community Colleges and the State University System of Florida and was approved by the State Board of Education in April 1971. The Agreement provides a basic framework within which students who complete programs under specified conditions are assured that their work will be accepted as they transfer to state universities in Florida. Responsibility for interpreting the Agreement and for relating provisions of the Agreement to specific cases is vested by the State Board of Education in the Articulation Coordinating Committee. This document contains the Articulation Agreement of 1971 as amended, together with interpretations and actions related to each section and subsection of the Agreement. Each of the sections of the annotated Agreement is listed separately and is followed by interpretations. The 15 sections of the Agreement deal with: (1) general education; (2) definition of associate of arts degree; (3) College Level Examination Program; (4) advanced placement; (5) United States Armed Forces Institute Credit; (6) responsibility for general education requirements; (7) pre-professional course responsibility; (8) admission to upper division programs which are competitive due to space or fiscal limitations; (9) other associate degrees and certificates; (10) publication of upper division requirements; (11) statement of lower division prerequisite requirements; (12) standard transcript form; (13) experimental programs; (14) Articulation Coordinating Committee; and (15) degree requirements. Appendices include additional guidelines and the text of Rule 6A-10.24. (LAL)

ED 256 404 JC 850 179

Report for Florida Community Colleges, 1983-1984. Part II: The Community College System in Florida.

PUB DATE- Mar 85
NOTE- 35p.; For Part I, see JC 850 178.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- College Administration; *College Role; *Community Colleges; *Educational History; *Educational Objectives; *Governance; State Agencies; State Colleges; Two Year Colleges
IDENTIFIERS- *Florida

A description is provided of the history, organization, goals, and objectives of the Florida community college system. First, the history of the system is traced from the founding of Palm Beach Junior College in 1933 through the establishment of the Community College Council in 1955, the implementation of a master plan for the state's community colleges, and the establishment of black colleges, to the current operation of 28 community colleges in the state. Next, data are provided on the growth in the number of colleges and in student headcount from 800 in 1947-48 to 703,610 in 1983-84. Then, the philosophy and goals of the colleges are presented including the colleges' mandate to provide freshman and sophomore level education, vocational education, and courses and programs of adult continuing education; and statements are presented summarizing the policies required to enable community colleges to fulfill their roles of providing post high school education for Florida's citizens. Next, the organization of the state's community colleges is examined, and descriptions are provided of the roles of the state and district agencies and councils involved in the governance of the colleges, including the Postsecondary Education Planning Commission, the Florida Community College Activities Association, and the Florida Association of Community Colleges. After a statement of responsibilities at the district level for vocational education, information is provided on adult education, community instructional services, and community education programs. (HB)

ED 256 418 JC 850 194

Lechner, Ann
Academic Advisement Center Self-Study Report.
Genesee Community Coll., Batavia, N.Y.
PUB DATE- 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; Community Colleges; *Educational Counseling; Program Evaluation; *School Holding Power; Self Evaluation (Groups); Testing Programs; Two Year Colleges; Withdrawal (Education)

A self-evaluation is provided of the Academic Advisement Center at Genesee Community College (GCC). Section I provides an overview of the center's development from its establishment in 1980, discusses results of a formal review of the center's work, and offers projections for the next five years. Section II describes the history of the program, the goals and objectives in developing a centralized advisement center and particular milestones in the center's development. Section III outlines the center's goals and objectives directed towards the ultimate goal of increasing the student's satisfaction with the institution and increasing the student's prospect of success at GCC. Section IV discusses the instruments used to measure the program's effectiveness including external evaluations and student evaluations of the center and its programs. Section V considers aspects of student/program interaction and outlines the role of the center's programs. Section VI reviews trends and issues related to student retention and enrollment. Section VII outlines the program's costs and sources of support. After section VIII highlights the center's relations with the off-campus community, section IX describes the operations and procedures designed to enhance program cohesiveness. The final section discusses the center's success in contributing to improved retention rates at GCC and describes some of the center's strengths and projections for the next 5 years. Appendices include the center's 5-year plan, job descriptions and performance objectives, and the advisement handbook for 1982-83. (HB)

ED 256 100 EC 172 098

Kiger, Gary
A Critique of the Identification and Treatment of Hyperactive School Children.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Problems; Check Lists; Drug Therapy; Educational Finance; *Handicap Identification; *Hyperactivity; Legal Responsibility; Medical Evaluation; Young Children
IDENTIFIERS- Education for All Handicapped Children Act

Hyperactive behavior emerged as a medically defined social problem during the 1960's. The structural (social, political, economic and legal) antecedents of this social problem and the consequent educational policy transformations which shaped the identification and management of school children are considered here. Classroom management strategies shifted from moral to therapeutic control, since medical/psychiatric definitions of troublesome school behavior allow students to be managed within educational settings and offer benefits of humanistic, optimistic treatment and federal assistance monies. Attendant legal changes are also discussed. The consequences--often unanticipated consequences--of viewing and treating troublesome school behavior as a medical problem are highlighted. (Author)

ED 256 115 EC 172 513

Gickling, Edward E.

Operationalizing Academic Learning Time for Low Achieving and Handicapped Mainstreamed Students.

PUB DATE- Oct 84

NOTE- 16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6,1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; *Disabilities; Elementary Secondary Education; *Low Achievement; *Mainstreaming; Models; Student Evaluation; *Teaching Methods; *Time on Task

The paper reviews findings and implications of curriculum based assessment (CBA), an approach focusing on collecting, interpreting, and using data to help lower achieving students have opportunities for success in mainstreamed settings. An instructional delivery model is presented to guage the probability of task success and provide a structure for controlling the difficulties encountered by a teacher in deciding what and how to teach. Three performance levels of student functioning are proposed: frustrational level, instructional level, and independent level. Percentages of challenge provided for the instructional level constitute a manageable set of criteria to evaluate the suitability of students' assessment. Studies are cited to illustrate the use of the model with attention deficit disordered and low achieving students. (CL)

ED 256 147 EC 172 548

Reynolds, Wm. Bradford
Remarks of the Assistant Attorney General, Civil Rights Division, before the Paralyzed Veterans of America Disability Rights Conference (Washington, D.C., April 5, 1984).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 5 Apr 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Federal Legislation; *Federal Programs; *Federal Regulation
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

The commitment of the Assistant Attorney General of the Civil Rights Division, in the U.S. Department of Justice, to the enforcement of the Rehabilitation Act of 1973 is described. Recent federal initiatives under this act to advance the rights of disabled people in terms of employment, the rights of handicapped infants, and the enforcement of regulations for Section 504 (which prevents discrimination in federal programs or activities) are noted. Also revealed is the controversy with the disabled community over regulations for Section 504, including the department's efforts to conform this regulation with the Supreme Court's interpretation in Southeastern Community College v. Davis and high-lighting the regulation's complaint procedure. A summary of the Civil Rights Division's activities in monitoring other agencies' issuance of 504 regulations concludes the paper. (CL)

ED 256 218 HE 018 253

International Funding Guide: Resources and Funds for International Activities at Colleges and Universities.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-109-7
PUB DATE- 85
NOTE- 175p.; For related document, see HE 017 247.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($7.50, nonmember; $6.00, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; Consultation Programs; Cooperative Programs; *Federal Aid; Fellowships; Financial Support; Foreign Countries; Guidelines; Higher Education; *Information Sources; *International Education; International Educational Exchange; International Organizations; *Philanthropic Foundations; *Private Financial Support; Research Projects; Technical Assistance
IDENTIFIERS- International Competence

To help colleges and universities find support for international activities, information is provided on funding opportunities and services available to institutions and individuals. For each source of support, a description is provided of funding objectives, services, available materials, and contact offices. Information is provided for 14 federal agencies, 38 private and service agencies, 13 foundations, 9 foreign governments, and 3 multilateral agencies. The following types of support are covered: faculty research support; postdoctoral fellowships; dissertation and predoctoral support; curriculum development; training; travel; conferences, workshops, and seminars; publications, translations, and collections; consultants, visiting personnel, and academic exchanges; international development assistance; collaborative research activities; interinstitutional affiliations; and support for foreign nationals. Included are indexes that are helpful in identifying potential sponsors of a particular activity by subject, geographic area, type of support, and title. A bibliography on international education and foundations is appended. (SW)

ED 256 042 EA 017 667

Lescault, Paul R.; Jones, Thomas H.
The Relationships among Reform, the Variance of the Distribution and the Magnitude of State Aid
PUB DATE- Jun 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Court Role; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; Legislators; Politics of Education; Resource Allocation; School Support; *State Aid; State Legislation
IDENTIFIERS- Maine; New Jersey; New York; Rhode Island

A study of policies governing state aid for education in four states over a 10-year period provided evidence that finance reform can lead to increased inequality in aid distribution. Two of the states studied, New Jersey and Maine, undertook major reform efforts in the 1970's, whereas the other two, New York and Rhode Island, did not. The study used two measures of the magnitude of aid--its proportional relation to all state expenditures and to personal income--and two measures of the distribution of aid--inequalities among districts in aid received either per pupil or without regard to pupil population. The study found that reform always led to higher levels of state school funding by every measure. No systematic relationships were found between magnitude and distribution. Nonreform states moved toward equal distribution during the decade, whereas reform states moved away. Change in nonreform states appears lasting and also more predictable than in reform states. It is suggested that legislators cycle between concern for constituency needs and interest in reform, creating a pattern of reform and reaction. Further research into finance policy during nonreform years is needed to understand this pattern fully. Footnotes are included. (PGD)

ED 256 084 EC 171 367

Kelsay, Bruce; And Others
Affective Learning Styles of Children: Implications for Special Education.
PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (1984). Document is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Elementary Education; *Intelligence Quotient; *Mild Mental Retardation; *Reinforcement; *Self Concept

Research has indicated that children learn material evaluated as positive more readily than negatively assessed material. This finding is termed a positive reinforcement value effect. The study extended the research in this area, focusing on the effects of intelligence, self-concept, and age on the affective learning styles of 55 children, (6-11 years old, including mildly retarded and intellectually gifted Ss). Significant results were found for age and IQ in the learning of word paired associates, with older Ss and more intelligent Ss learning the word pairs faster than the younger Ss and low IQ Ss, respectively. Less intelligent Ss exhibited greater positive reinforcement value effects than the more intelligent Ss. High self-concept Ss also showed greater positive reinforcement value effects than Ss with low self-concepts. Possible explanations are suggested and education implications for helping special education children learn in the classroom are reviewed. (Author/CL)

ED 256 362 IR 051 104

Electronic Information Delivery Systems. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., April 18-20, 1984). Network Planning Paper Number 9.

Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0465-9
PUB DATE- Apr 84
NOTE- 84p.
AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Databases; *Delivery Systems; *Electronic Equipment; Information Dissemination; *Information Networks; Information Processing; Library Collections; Library Cooperation; Library Networks; Library Services; *Online Systems; Search Strategies; Technology Transfer; *Telecommunications

The Program Session of the April 1984 meeting of the Library of Congress Network Advisory Committee (NAC) was devoted to discussion of electronic information delivery systems. Recent developments in six areas were covered: (1) electronic manuscript generation and transmission; (2) online full-text searching and retrieval; (3) online database production and distribution; (4) nontraditional sources of information; (5) trends in equipment and equipment applications related to electronic information; and (6) the changing interactions between libraries and library users being brought about by emerging information delivery systems. Seven invited speakers presented reports: "The Publishing Environment: The Electronic Manuscript Project" (Anne Mehringer); "The Publishing Environment: Online Full Text--Biomedical" (Eleanor Y. Goodchild); "The Publishing Environment: Online Full Text--Legal" (William H. Lindberg); "The Abstracting and Indexing Services Environment: Current Trends/New Directions" (Ronald L. Wigington); "From Acquisition to Access: New Roles for Libraries and Library Networks in the '80's" (Frances G. Spigai); "New Equipment and Applications: New Technological Environments 1984-1990" (William R. Nugent); and "Computer-Aided Database Searching" (Brett Butler). An introduction, executive summary, list of attendees, and summary of the business session are included. (THC)

ED 256 057 EA 017 682

Public & Private Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 37p.
AVAILABLE FROM- Publication Sales, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Catholic Schools; Elementary Secondary Education; Foreign Countries; Institutional Advancement; *Institutional Cooperation; *Interschool Communication; Minority Groups; Parochial Schools; *Private Education; Private School Aid; *Private Schools; Public Schools; Religious Factors; School Choice; School Desegregation; School Support; State Church Separation; Teacher Employment

An issue of "Policy Notes" from the Institute for Research on Educational Finance and Governance (IFG) presents the proceedings of a conference held in October 1984 that focused on the question of what public and private schools can learn from each other. The issue itself consists of an overview addressing important issues in the public/private comparison and briefly reviewing the conference papers that were presented. Also included in this compilation are 12 looseleaf (unbound) "Policy Perspectives" sheets (each dated Winter/Spring 1985) summarizing the 15 conference papers. Topics include academic achievement in public and Catholic schools, promoting effective schools, differences in school organization and administration, affiliations of private schools, private school participation and public policy, public and private schools abroad, secular schools and religious values, tuition tax deductions, desegregation and private schools, blacks in urban private schools, and patterns of minority employment in public and private schools. (TE)

ED 256 071 EA 017 705

Berry, Barnett
Why Miss Dove Left and Where She Went: A Case Study of Teacher Attrition in a Metropolitan School System in the Southeast. Occasional Papers in Educational Policy Analysis. Paper No. 414.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 55p.
GRANT- NIE-G-83-0076
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Faculty Mobility; *School Statistics; Teacher Alienation; *Teacher Attitudes; Teacher Burnout; Teacher Morale; Teacher Motivation; Teacher Retirement; *Teacher Transfer; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- United States (Southeast)

A case study of teacher attrition in one southeastern metropolitan school system that employs approximately 4,000 teachers was undertaken to determine which teachers left, why, and where they went. Of the 210 teachers in the system who resigned during the 1983-84 academic year, 16 percent were K-6, 13 percent were special education/speech, 13 percent were math, 9 percent were English, 9 percent were vocational, and 7 percent were science teachers. In terms of grade levels, more junior high teachers left than high school, K-6, or specialist teachers. Reasons for resignation included retirement/health (24 percent), dissatisfactions (21 percent), spouse moves (20 percent), family (15 percent), business opportunity (9 percent), break from teaching (4 percent), teaching elsewhere (2 percent), coaching-related (2 percent), and reduction in force (1 percent). Teachers who left because of dissatisfactions stated poor administration, poor student discipline, little teacher control, large classes, "Mickey-Mouse" duties, uncooperative parents, stressful atmosphere, and the "valuing of mediocrity" in schools as the root of their frustrations with public school teaching. While only 31 percent left for other occupations, even fewer left for higher-paying ones. Findings indicate overall that teachers who left out of dissatisfaction did so more because of frustration with working conditions than because of low salaries or lack of career advancement. Instrumentation for the study is included in two appendixes. (TE)

ED 256 101 EC 172 099

Mostertz, Mary J.

Development of Early Education Skills for Preschool Deaf/Hearing Impaired Children, Ages Two to Five Years through a Conceptually-Based, Experiential Curriculum Using Total Communication.

PUB DATE- 12 May 84

NOTE- 116p.; Paper presented at the Conference of the Delaware Valley Association for the Education of Young Children (Philadephia PA, May 12, 1984). Ed.D. Practicum II, Nova University (August, 1983).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Concept Formation; Curriculum Guides; *Deafness; *Experiential Learning; *Hearing Impairments; Instructional Development; Language Skills; Learning Activities; Prereading Experience; Preschool Education; *Total Communication

IDENTIFIERS- Nevil Childrens Center for Sensory Deficits PA; Seasons; Transportation Education

Designed for preschool deaf/hearing impaired children whose developmental abilities range from 18 months through 5 years, this experiential curriculum uses a total communication approach in which language development is promoted in a natural setting. The guide is offered as a framework for teachers to use in developing their own individualized curricula. Approximately 70 sample activities are provided in each of two subject areas: Fall and Transportation. The nature of an experientially based curriculum, language development, and the development of prereading skills are discussed in an introduction. A curriculum flowchart, list of fundamental concepts, conceptual statements, and related vocabulary lists accompany each of the two sets of activities. A general bibliography of three pages is appended. The curriculum was developed at the Nevil Children's Center for Sensory Deficits at St. Christopher's Hospital for Children in Philadelphia. (JW)

ED 256 131　　　　　　　　　　EC 172 532

Hemphill, Norma Jean; And Others
Zoo Docent Trainer's Manual: Enhancing Integrated Zoo Experiences for Disabled and Nondisabled Children/Youth.
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 82
NOTE- 101p.; A part of the Hawaii Integration Project. For related documents, see EC 172 522-531.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Mainstreaming; *Severe Disabilities; Workshops; *Zoos
IDENTIFIERS- *Hawaii Integration Project

The final document in a series designed to enhance the integration of persons with handicaps--particularly severe and multiple ones--provides guidelines for training zoo docents for integrated groups. The series of activity modules requires approximately 4 1/2 hours to present. Activity listings include a brief goal statement and specific objectives to be achieved. Ten activities are presented to help participants (1) become more comfortable with each other, (2) examine their ideas about persons with disabilities, (3) differentiate between a disability and a handicap, (4) refute commonly-held stereotypes about disabled persons, (5) help integrate disabled persons into the community life, (6) provide more accurate verbal descriptions, (7) learn simple sign language relevant to zoo tours, (8) generate alternative solutions to problem situations that may arise, and (9) acquire some basic etiquette for integrated groups. (CL)

ED 256 177 FL 015 004

Buteau, M.; Gougeon, H.

Evaluation of the Bilingual Kindergarten and Follow-Up Programs, St. Joseph Elementary School, Town of Mount Royal (1979-1984). Submitted to the St. Croix School Commission. Final Summary Report = Evaluation des Programmes Experimentaux de Maternelle Bilingue et de Continuation, Ecole Primaire Saint-Joseph, Ville Mont-Royal (1979-1984). Soumis par la Commission Scolaire Sainte-Croix. Rapport Recapitulatif.

McGill Univ., Montreal (Quebec). Faculty of Education.

REPORT NO.- ISBN-07717-0113-6
PUB DATE- 85
NOTE- 33p.; For related documents see ED 208 662, ED 225 348, and FL 015 505.
LANGUAGE- French; English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Elementary Education; English; Experimental Programs; *FLES; Foreign Countries; *French; *Kindergarten; Language Attitudes; Language Skills; *Program Effectiveness; Program Evaluation; *Second Language Instruction; Summative Evaluation
IDENTIFIERS- Quebec

Results are presented of a five-year evaluation of an experimental bilingual kindergarten and elementary program with instruction in French for native English-speakers, including information about the program's design (including materials and teaching activities) and student achievement. It was found that the participating children profited from the experience, and that the class composition, including a few native French speakers, provided a good climate for sensitization to a second language. The year-end pupil proficiency was comparable to that of students in a reception class in a French language school. After the bilingual kindergarten experience, the pupils' French proficiency decreased without further instruction, but remained higher than that of English-language program pupils. By grade 4, the former bilingual program pupils did not have as positive an identification with French language and culture as anticipated. Although teachers found some program deficiencies, both teachers and parents considered the program advantageous and worth maintaining. Overall, the students were found to have acquired a knowledge of social studies equivalent to their peers in the regular French and English programs while learning as much English and substantially more French than pupils following the regular English program. The text of the report is presented in both English and French. (MSE)

ED 256 191 HE 018 222

Colert, Sherril

A Study of the Academic Achievement, Attrition and Group Reactions of High School Equivalency Students Attending Brandon University.

PUB DATE- 84
NOTE- 226p.; Applied research project for the D.Ed., Nova University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Academic Persistence; College Environment; *College Students; Educational Testing; Grade Point Average; Higher Education; High Risk Students; *High School Equivalency Programs; Learning Strategies; Questionnaires; Scores; Skill Development; *Student Attrition; Student Characteristics; Student College Relationship
IDENTIFIERS- *Brandon University MB; *General Educational Development Tests

The academic achievement and attrition of high school equivalency students attending Brandon University, a small undergraduate Canadian university, were studied, as were the students' reactions to college life. The students, who received a high school equivalency certificate after completing the Tests of General Educational Development (GED), were admitted to the university as regular students. For 94 equivalency students who attended the university for at least one term between 1972 and 1984, profiles were developed that covered age, sex, degree program, GED test scores, and participation in academic testing, advisement, and learning skills assistance. Students were administered the Attitude Scale Screening Form A-2 of the Career Maturity Inventory and the Student Reactions to College questionnaire. Based on the findings, it is projected that high school equivalency students who have high GED scores, are female, are over age 26, and are taking nondegree courses are likely to be academically successful. Additional findings and recommendations are presented, along with statistical tables, a literature review, a chronology of the GED, and the study questionnaires. (SW)

ED 256 205 HE 018 239

Anderson, Kristine L.
College Effects on the Educational Attainment of Males and Females.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 49p.; For related documents, see HE 018 238-240.
GRANT- NIE-G-82-0035
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Choice; *College Students; Comparative Analysis; Educational Attainment; Family Income; Females; Higher Education; *Institutional Characteristics; Longitudinal Studies; Males; Private Colleges; School Size; *Sex Differences; State Colleges; Student Costs; *Student Experience; Two Year Colleges
IDENTIFIERS- *National Longitudinal Study High School Class 1972; Public Colleges

The effects of college choice on the educational experiences and attainments of female and male college entrants in 1972 were studied, using institutional data and results of the National Longitudinal Study of the High School Class of 1972. Attention was directed to: college control and level, average Scholastic Aptitude Test scores, percent of students with family income below $6,000, the extent of vocational studies offered, school size, highest degree granted, proportion of part-time students, expenditures per student, and average tuition and fees costs. Separate analyses by sex showed the effects of student background on college choice, the correlation of college characteristics with students' college participation versus work and family roles, effects on grades, and influences on student contact with faculty and satisfaction with college. College characteristics that seem most detrimental to womens' persistence and graduation were high vocationalism, high proportions of part-time students, high costs, and a large proportion of high income students. The most detrimental college characteristics for men were large size, high proportions of part-timers, high expenditures per student, and low costs. Seven statistical tables and a bibliography conclude the paper. (Author/SW)

ED 256 233 HE 018 268

California College-Going Rates, 1983 Update. Commission Report 85-7.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Jan 85
NOTE- 55p.; For earlier editions, see ED 223 292 and ED 247 830.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; Community Colleges; *Enrollment Trends; Ethnic Groups; *Females; *Geographic Distribution; High School Graduates; *Males; Minority Groups; Postsecondary Education; Private Colleges; *Racial Distribution; State Surveys; State Universities
IDENTIFIERS- *California; Public Colleges

Trend data on college-going rates in California during 1974-1983 are examined in order to analyze changes in rates experienced by the various segments of higher education and by counties in light of statewide trends. The information also provides a basis for analyzing changes in the ethnicity of the first-time freshman class, compared with that of high school graduates. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. Statistical tables are provided on: (1) enrollment rates by sector for California's 58 counties are also compared for 1974-1983 (Appendix A); and (2) the ethnic distribution by county and sex of 1983 first-time freshmen at the University of California, the California State University, and the California community colleges (Appendix B). While the overall statewide college-going rate fell in fall 1983 to the lowest in 10 years, the University of California increased its rate to the highest in the 10-year period. Fifty-eight percent of the community colleges experienced a 10 percent decrease in enrollment of first-time freshmen who were recent high school high school graduates. Six tables and four figures illustrate the data within the text. (SW)

ED 256 247 HE 018 282

Brozo, William G.; And Others
Training Effects of Summarizing, Item Writing, and Knowledge of Information Sources on Reading Test Performance. College Reading and Learning Assistance Technical Report 85-03.
Georgia State Univ., Atlanta.
PUB DATE- Feb 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; College Instruction; *College Students; Competency Based Education; Higher Education; *Reading Comprehension; Reading Research; *Reading Tests; Remedial Instruction; *Skill Development; State Standards; *Teaching Methods
IDENTIFIERS- Exit Examinations; *Georgia State University

The comparative effects of instruction in self-questioning, summarizing, and question-answer relations on reading comprehension test performance were studied with 49 juniors and seniors enrolled in a remedial reading course at Georgia State University. The objective was to find a method to help students pass a statewide college reading exit examination. In the item-writing training procedure, students were taught to write multiple-choice comprehension questions based on their reading, while the summary writing training followed Day's summarization rules. Finally, students were introduced to the taxonomy of question-answer relations using the "Will Wends His Way" passage and questions from Pearson and Johnson (1978). All students received 4 to 5 hours of instruction and practice per week for a month within the context of the class. Three evaluation measures were employed: the Basic Word Vocabulary Test during the first week, a practice form of the state exit reading comprehension examination during the last week, and the actual Regent's Reading examination. Students trained in discrening question-answer relations were more successful on reading comprehension tests than students trained in either summarizing or item writing. (SW)

ED 256 290 IR 011 585

Dyrenfurth, Michael J.; Miller, F. Milton

Faculty Uses for Microcomputers: Managing Educational Activities with the Use of Microcomputers.

PUB DATE- Dec 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Vocational Association (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; *Costs; Evaluation Criteria; *Faculty; *Faculty Workload; Higher Education; *Microcomputers; *Word Processing
IDENTIFIERS- Software Evaluation

This paper outlines a presentation on the applications of microcomputers to day-to-day aspects of faculty responsibilities. A table displays a classification scheme that matches the faculty work categories of research, service, [illegible]ging, advising, and instructing against available computer software packages for word processing, filing/retrieving, calculating, scheduling, graphics, and communication. Following a brief overview, the computer software family packages PFS and Micropro are described, including the PFS programs FILE, REPORT, GRAPH, and WRITE, and the Micropro programs for word processing (Wordstar, Spellstar, Mailmerge, Starindex), filing and retrieving (Infostar, Formgen, Datastar, Reportstar, Formsort, Supersort), calculating (Calcstar, Planstar), and integrating (Starburst). For each software family the description covers the costs, package strengths and limitations, learning time, and applications and examples. Using the edit and/or enter capability in Wordstar and the searching/updating capability of Infostar are specifically described. A summary outlines lessons learned in using software, and additional promising possibilities for the applications of microcomputers are noted. (LMM)

ED 256 304 IR 011 624

Allen, Brockenbrough S.

The Effect of System-Assigned Exemplar-Comparison Strategies on Acquisition of Coordinate Concepts.

PUB DATE- Jan 85
NOTE- 28p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Computer Assisted Instruction; *Concept Formation; *Concept Teaching; Discovery Learning; *High School Students; Intermode Differences; *Learning Strategies; Secondary Education

The feasibility of guiding students of moderate aptitude to select appropriate learning strategies while they are learning an imaginary classification system was investigated in a study that contrasted the effect of system-assigned strategies for learning concepts with strategies selected by students. Subject-matter content was based on a set of imaginary particle systems similar to atoms or molecules. The classification system consisted of 10 major categories and encompassed approximately 200,000 unique instances. Subjects were 39 volunteers from a continuation high school, who used a computer program to explore the organization of the classification system by selecting and viewing paired examples of defined concepts and who received varied strategy recommendations. In the computer system-assigned strategy treatment, students were given strategies for selecting matched examples and non-examples of concepts, remembering concept attributes, and reviewing concept definitions. In the student-assigned strategy treatment, students received non-directive placebo instructions. A 30-item classification post-test, administered immediately after program use, measured concept acquisition. Results showed a borderline treatment effect favoring the system-assigned strategies. (Author/LMM)

ED 256 318 IR 011 638

Hart, Russ A.
Compositional Syntactic Placement and Simple Concept Learning in Female Adults.
PUB DATE- Jan 85
NOTE- 40p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Aptitude Treatment Interaction; *Concept Formation; Design Requirements; *Field Dependence Independence; *Instructional Design; Learning Processes; *Prediction; Production Techniques; Videotape Recordings; Visual Perception; *Visual Stimuli

A media attribute approach was used in a study which hypothesized that compositional syntactic placement may bridge the processing link between the learner's cognitive capacity and the demands of a simple concept attainment task. Compositional syntactic placement refers to the relative horizontal position of the primary symbol or object within a frame (left, central, or right) in relation to other study elements. The experiment questioned whether a particular horizontal frame position was warranted in relation to predictive ability and field dependence/independence. Compositional syntactic placement was manipulated by producing three versions of a videotaped program that were identical, with the exception of 10 visual test stimuli. The 9-minute program, which was entitled "Obstacles to Career Growth--Sex Roles," contained 10 simple concepts on sex role indicators. Subjects were 152 women (ages 19 to 72) who attended a nonformal workshop conducted in the central Georgia area on "Sex Roles and How to Get Out of Them." Results indicated that composition syntactic placement significantly increased simple concept learning, and aptitude-treatment interactions were observed. Forty-one references are listed. (Author/LMM)

Salisbury, David F.
Using Microcomputers for Drill and Practice: Issues and Implications.
PUB DATE- Jan 85
NOTE- 16p.; Paper presented at the Annual Convention of the
Association for Educational Communications and Technology (Anaheim,
CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Design Requirem[illegible]
*Drills (Practice); *Feedback; *Microcomputers; *Models; R[illegible]n
Projects
IDENTIFIERS- Corrective Feedback Paradigm; Florida State University;
Progressive State Paradigm

Issues and implications related to the use of microcomputers for providing practice activities are addressed, including which skills should be automatized, requirements for ensuring that a skill has attained automaticity, scheduling and amount of practice, and the type and use of data that should be collected on individual student practice performance. Two drill and practice programs are described as examples of high quality, sophisticated, computer-based practice strategies. First, the corrective feedback paradigm is identified as adding several features available only in computerized drill, including specialized feedback, discrimination training, spaced review, and the retirement criterion. Then, the Progressive State Paradigm is introduced. This sophisticated drill strategy uses a student's response history to alter the remaining instruction in order to optimize the learning process. The paper concludes with a description of a Florida State University research program designed to identify effective and efficient computer-based drill and practice instructional strategies. Eleven references are listed, and a flowchart illustrates the structure of a progressive state paradigm. (LMM)

ED 256 348 IR 051 089

Miller, Keith A.; And Others

Library Use and Preferences: A Comparison of On-Campus and Off-Campus Students at the University of Wyoming.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 25 Sep 84
NOTE- 89p.; Paper presented at the Articulation Conference on Library Services to Off-Campus Students (2nd, Jackson Research Center, Wyoming). For related document, see IR 051 088.
AVAILABLE FROM- University of Wyoming Libraries, Box 3334, University Station, Laramie, WY 82071.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Comparative Analysis; *Extension Education; Higher Education; *Information Needs; Library Planning; Library Research; *Library Services; Library Surveys; *On Campus Students; Outreach Programs; Use Studies
IDENTIFIERS- *University of Wyoming

The University of Wyoming (UW), the state's only 4-year institution, offers extended degree programs throughout the state and has as many students enrolled in credit courses off campus as on. This research was undertaken to gather data about student perceptions of library services and to establish baseline data on the characteristics of traditional, on-campus students and nontraditional, off-campus students throughout the state. A survey questionnaire was administered to a stratified sample of three populations: traditional, on-campus students attending classes in Laramie; nontraditional students attending classes at UW-Casper; and nontraditional, off-campus students attending extension classes throughout the state. A total of 1,022 questionnaires were administered; 80 were discarded as being too incomplete leaving 942 questionnaires as the basis for the analysis. The results are analyzed by three principal means: overall frequencies, cross tabulations, and discriminant analysis. A discussion of the results and statistical appendices cover demographic data, reasons for attending school, opinions and perceptions of library services, a vocational preference inventory, and results of the discriminant analysis. The study provides information about the differences and similarities between on- and off-campus students and insight into ways library services to off-campus students can be improved. (THC)

ED 256 405 JC 850 180

A Longitudinal Study Comparing University Native and Community College Transfer Students in the State University System of Florida.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

PUB DATE- 83
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Grade Point Average; Postsecondary Education; State Universities
IDENTIFIERS- *Florida

A study was conducted in Florida to compare the academic progress of community college transfer students with those students who had completed their first 2 years of study at the University of Florida, the University of South Florida Technological University. A data file was initiated for the fall 1976 term of all students who had transferred to one of these three State Universities with an associate degree (N=2,459) and a similar group of native students who had entered one of the universities approximately 2 years earlier and had completed their lower division work (N=1,133). Data were collected on each subsequent quarter for the next several years to produce a longitudinal database. Study findings included the following: (1) transfer students had slightly lower term and cumulative grade point averages (GPA's) than native students; (2) the greatest difference in fall 1976 GPA's was found among social science majors, with the native students having a 2.91 GPA and the transfer students earning a 2.31 GPA; (3) by fall 1977, it appeared that almost twice the percentage of transfer students as native students were no longer attending school; (4) transfer students were suspended at the end of a term at a rate three times higher than that of native students; (5) as of spring 1978, 38% of the native students and 21.9% of the transfer students in the original sample had been granted a baccalaureate degree; and (6) native students took more lower division courses than transfer students. A short report on community college student performance in Florida universities covering the years 1979 through 1982 is included. (AYC)

ED 256 028 EA 017 652

Campbell, Cathy
Public Relations.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 8
NOTE- 47p.; For other documents in the development "how to" series, see ED 251 949-950 and EA 017 653.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($4.00 prepaid; invoiced orders, $2.00 for postage and handling; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; Mass Media; *Media Selection; News Media; Program Administration; Program Design; *Program Development; Program Evaluation; Program Implementation; *Publicity; *Public Relations; Public Support; Radio; School Community Relationship; Television

This guide offers Catholic Church professionals and school leaders background and basic tools for implementing a workable and effective public relations program in a local school setting. The first section, devoted to detailing the necessary preparations for beginning a public relations program, tells about the following: forming a public relations task force or committee; researching and analyzing the school, its publics, and present practices in communications; goal setting and action planning; selecting the personnel to implement the program; and setting up the public relations office. The subject of section 2 is the selection and use of appropriate media for delivering messages to various publics. It focuses on choosing an effective media mix, the how-to's of getting publicity, the use of radio and television, the use of the parish bulletin and school newsletter, the design of brochures and multimedia presentation, and other tools worth examining. Ten resources are listed, and four appendixes provide a sample press release, a sample public service announcement, a sample news-photo opportunity sheet, and some questions to help a school consider how everyday public relations opportunities are handled. (DCS)

ED 256 085 EC 171 574

Hill Top Spectrum, Volume 1, Nos. 1-4, September 1983-June 1984.
Hill Top Preparatory School, Rosemont, PA.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Assisted Instruction; Counseling Techniques; *Group Therapy; Interpersonal Competence; *Intervention; *Learning Disabilities; Metacognition; Psychotherapy; Secondary Education

Four issues of the 1983/84 newsletter from a preparatory school for learning disabled (LD) students address issues on the education of LD students. Included are examinations of the following topics: therapeutic interventions and educational strategies, cognitive development in LD and non-LD adolescents, computers used to strengthen metacognitive abilities, group therapy within an academic setting, use of word processors with dyslexic students, constructing a diagnositc picture from psychometric data, classroom techniques for educational/practical assessments, psychotherapeutic interventions for LD adolescents and their families, and social competency groups designed to improve interpersonal skills, and a study of the effects of a program incorporating educational and emotional factors. (CL)

ED 256 116 EC 172 515

Evaluation of the Work Ability Program, 1982-83: A Cooperative Program of Vocational Training and Work Experience for Special Education High School Students.

California State Dept. of Education, Sacramento. Planning, Evaluation, and Research Div.

PUB DATE- 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Cost Effectiveness; *Disabilities; *Employment Potential; High Schools; Secondary Education
IDENTIFIERS- *Work Ability Program CA

The report presents evaluative data on the Work Ability program in California, an in-school program for handicapped high schoolers. Designed to increase the employability of handicapped students, the program focused upon work experience in the private sector accomplished through coordinated use of training and employment resources at state and local levels. Three state agencies were involved in program planning and evaluation, the State Department of Education, the Employment Development Department and the Department of Rehabilitation. Project activities fell into three main groups, each having a variety of components: project support activities to generate interagency and community involvement (parent and employer involvement); work experience (job development, job placement, followup); and work readiness (student intake, diagnostic assessment and career exploration). A three part analysis of the program analyzes the impact on student employment, examines program costs by components and project staff ratings of the effectiveness and importance of these components, and addresses cost analysis aspects, dealing specifically with cost sharing by the participating agencies cost savings accruing to these agencies, and reasons for differential expenditures by local districts. Among major findings are that: agencies reduced their per client expenditures because of cost sharing and the exchange of student assessment data or unique services; on-the-job training had significant impact on employers and students; and more than one-third of Work Ability Students began the transition from school to employment. (CL)

ED 256 148 EC 172 549

Reynolds, Wm. Bradford
Remarks of the Assistant Attorney General, Civil Rights Division, before the Annual Convention of the Paralyzed Veterans of America (38th, New Orleans, Louisiana, August 17, 1984).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 17 Aug 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Federal Legislation; *Federal Regulation
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

The Assistant Attorney General of the Civil Rights Division, U.S. Department of Justice, reviews the Reagan administration's efforts on behalf of handicapped persons. The government's commitment to the principle of nondiscrimination is discussed along with such actions as designation of the "National Decade of Disabled Persons," the establishment of the National Council on the Handicapped and improved coordination with state and local authorities to enhance accessibility. Also discussed is the development of Uniform Federal Accessibility Standards, designed to be compatible with the 1980 American National Standards Institute provisions. Also noted is the progress with agencies promulgating their own regulations for Section 504 of the Rehabilitation Act of 1973 which protects against discrimination on account of handicap in federally assisted and federally conducted programs. (CL)

ED 256 163 FL 014 979

Huot, Diane; Coulombe, Raymonde
La classe de conversation en L2: une bibliographie selective et descriptive. (The Second Language Conversation Class: A Selective and Descriptive Bibliography).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-142; ISBN-2-89219-150-5
PUB DATE- 84
NOTE- 334p.
LANGUAGE- French; English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bilingualism; *Classroom Communication; *Classroom Techniques; Educational Strategies; *Group Dynamics; Oral Language; *Second Language Instruction; *Teacher Behavior; Teaching Methods

An annotated bibliography of works concerning the second language classroom, and especially oral language instruction, has four sections. The first addresses general issues in second language instruction: its nature, the component parts, goals, and problems. The second part focuses on the classroom participants, teachers and learners, and the kinds of exchanges that occur in the classroom, group dynamics, the teacher's preparations, the teacher's role in classroom communication, correction of errors, and evaluation of oral expression. The third section contains items concerning the evolution or unfolding of the class from the point of view of theme and mood. The fourth section looks at pedagogical trends and the implications of their application. Annotations of works published in French are written in French; those of works published in English are written in English. (MSE)

ED 256 262 HE 018 327

Hearing on Pell Grant Shortfall. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session, June 19, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 54p.; Portions contain small/light print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Age Groups; Budgets; Economically Disadvantaged; *Federal Aid; Federal Programs; Financial Aid Applicants; Financial Needs; *Financial Problems; *Grants; Hearings; Higher Education; Low Income Groups; Nontraditional Students; Problem Solving; Public Policy; *Self Supporting Students; *Student Characteristics; *Student Financial Aid

IDENTIFIERS- *Pell Grant Program

Hearings on the reasons for the Pell Grant Program shortfall and possible solutions are presented. The U.S. Department of Education's estimate was for a Pell grant shortfall of $307 million for 1983-1984, which was borrowed from the fiscal year 1984 appropriations. Current funding for Pell Grants is below what is necessary because initial funding for the 1983-1984 academic year was insufficient and because a larger number of students who are financially independent of their parents applied for grants than was expected. An increased number of applicants in the age group 23 to 27 was found; 62 percent of the total increase was for students over age 27. These increases come primarily from family incomes of less than $7,500; the income from the independent student-adjusted gross income runs around $4,000. About 48 percent of the increase in applicants came from the students who were unemployed, or receiving welfare or other government benefits. The data on applicants indicate that lower income students seem to be taking advantage of the Pell Grant program. Three options are: to seek a supplemental appropriation; to publish a reduced payment schedule; or to seek an increased appropriation for FY 1985 to cover the funds that have been drawn down from the FY 1984 appropriation. (SW)

ED 256 276 HE 018 343

Hunziker, Celeste M.
Evaluation of the Individualized Study Program: Early Warning System.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Sep 84
NOTE- 16p.; For related documents, see HE 018 333 and HE 018 336.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Advising; Academic Persistence; Basic Skills; *College Students; Comparative Analysis; *Developmental Studies Programs; *Disadvantaged; Grade Point Average; Higher Education; *High Risk Students; Individualized Instruction; Intervention; *Low Achievement; Nontraditional Students; Open Enrollment; Outreach Programs; Program Evaluation; Remedial Programs; State Universities
IDENTIFIERS- *University of California Davis

The Early Warning System (EWS) of the Individualized Study Program (ISP) at the University of California, Davis, was evaluated. Disadvantaged students who have not met the university's entrance requirements are tracked by the EWS during their first year in order to identify academic problems and provide advising and support. Findings include: EWS was successful in tracking and identifying specially-admitted low income and minority students who earned unsatisfactory grades during their first year; half of these students who earned unsatisfactory grades came to the Learning Skills Center of the university for an interview in 1982-1983, but one-quarter declined an interview, and about one-quarter could not be reached; most of the units of academic advice provided during the interviews were followed and most of these units had successful outcomes; all students for whom the ISP was recommended during the interview participated in ISP workshops and development activities; a quarter-by-quarter analysis of academic performance revealed no differences in improvement in grade point averages for EWS participants and nonparticipants; and the fourth quarter retention rates of EWS interviewed students were 15-20 percent higher than those of EWS students who were not interviewed. (SW)

ED 256 377 IR 051 120

Buschman, John

The Library and New Research Emphasis: Political and Financial Problems with Building a Research Base.

PUB DATE- 84
NOTE- 12p.; Best copy available; light, broken type throughout document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Academic Libraries; College Faculty; Faculty Evaluation; *Faculty Promotion; Higher Education; Information Needs; Library Administration; *Library Collection Development; *Library Collections; *Library Expenditures; *Library Planning; Policy Formation; Research Libraries; Research Tools
IDENTIFIERS- *Faculty Research

This paper explores issues related to the degree to which weight and emphasis are given in higher education hiring and promotion practices to research versus teaching and service. In particular it examines the special problems posed by research demands in traditionally non-research universities. Noting that one of the most significant preconditions to faculty research is the availability of resources in the library, this paper reviews and analyzes the problems involved by looking at current research collections in academic libraries, and examining the political and financial problems of building research collections. One of the basic problems facing colleges and universities is that the large research libraries exist in schools with the resources to acquire and maintain them; however, if traditionally non-research schools are to maintain consistent long-range policies to hire and promote on the basis of research, then they must also provide resources. The key and fundamental base of developing a strong research collection is to formulate a library collection policy. The policy will address many considerations, among the major ones: (1) the need for the library, faculty, and administration to work out the school's strengths and determine the direction and goals of research; (2) the need for a higher commitment to spending on research, and a larger percentage of commitment to academic support, especially the library; (3) the effects of rising prices for library materials; and (4) the need for continued financial support. Theoretical and practical solutions to the problems conclude the report. (THC)

ED 256 391 JC 850 166

Blake, Larry J.
The Modern Polytechnic College: A New Partner for Community Colleges.
PUB DATE- 16 Apr 85
NOTE- 9p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Engineering Technology; *Intercollegiate Cooperation; *Postsecondary Education
IDENTIFIERS- *Polytechnics

The modern polytechnic college is an outgrowth of changes made in engineering curricula toward more theoretical and less practical applications oriented engineering science. A February 1985 survey revealed that there are currently 68 public, 17 private non-profit, and 7 for profit polytechnics in the U.S. Only 17 of these institutions are considered single-purpose polytechnic colleges, whereas 75 are either schools or colleges in comprehensive institutions. The polytechnics use three forms of program structure: (1) the inverted curriculum (or "two plus two"), where an intensive associate degree engineering program is offered for the first 2 years and a baccalaureate degree is offered for 2 additional years of general education and advanced skills courses; (2) the "plus two" curriculum, which offers only the upper division 2 years; and (3) the "generic four" curriculum, which is structured like most baccalaureate programs. Survey findings indicate that 37 institutions use the inverted structure, 13 the "plus two" structure, and 42 the "generic" structure. Approximately 6,200 former community college students were enrolled at the institutions surveyed, representing 10% of total enrollments. For the most part, the modern polytechnic college exists in a program structure that is conducive to close coordination of student transfer from community and technical colleges. By increasing coordination of programs and curricula, community, technical, and polytechnic colleges can satisfy new demands for high technology training in a cost-effective manner with a minimum of duplication. A brief description of Oregon Institute of Technology is included. (AYC)

ED 256 419 JC 850 195

Klink, William
Merit Pay and Developmental Composition.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Evaluation Methods; *Financial Support; *Merit Pay; Postsecondary Education; *Program Costs; *Remedial Instruction; *Teacher Evaluation; *Writing Instruction

Five areas are considered with respect to the relationship of merit pay and developmental composition: (1) the kinds of merit pay; (2) the sources of merit pay funds; (3) the combinations of developmental writing programs, types of merit pay, and the sources of funding; (4) the evaluation of teachers for the purposes of merit pay; and (5) the impact of merit pay on developmental composition. First, six distinct types of merit pay are identified, and the problems associated with all of these types are reviewed. Next, the four sources of funding are examined (i.e., federal, state, local, and private) and associated with different types of merit pay proposals and different kinds of developmental writing programs. Next, arguing that the most difficult issue to deal with in any merit pay program is the evaluation process, the paper suggests nine elements for evaluating a developmental writing class. The immediate positive and negative effects of the application of merit pay to developmental writing are then identified, and an illustration of a plan for the implementation of merit pay in a developmental writing course for a typical English Department is provided. The illustration highlights that a simple merit pay system can be set up with modest funding, but that high intangible costs may be incurred to the department and school. (AYC)

ED 256 043 EA 017 668

Maxcy, Spencer J.
Administrative Leadership, Democracy and the Qualities of Philosophic Mind.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Qualifications; Administrator Role; Democratic Values; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Leadership Qualities; *Leadership Responsibility

This paper explores the notion of philosophic-mindedness as it relates to the conceptions of educational leadership and democracy. Three essential questions are treated: (1) Ought educational leaders to be philosophic in their work? (2) Need educational leaders be democratic? and (3) How do these conceptions of leadership, democracy, and philosophic-mindedness interrelate in the context of educational administration? The discussion of these issues focuses on what constitutes leadership in an educational setting, how educational leadership differs from other forms of leadership, and how educational leaders are to be distinguished from other kinds of managers. The argument is presented that an understanding of these qualities (philosophic-mindedness, leadership, and democracy) is crucial to the governance of educational institutions, and that they merit attention as a philosophical problem. Two pages of references are included. (Author/TE)

ED 256 132 EC 172 533

Will, Madeleine
OSERS Programming for the Transition of Youth with Disabilities:
Bridges from School to Working Life.
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Federal Programs; Government Role; Models; Postsecondary Education; Secondary Education; *Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This document describes the concepts and policies guiding the Office of Special Education and Rehabilitative Services (OSERS) in programming for services in the school to work transition. Underlying assumptions address the complexity of post-school services, the focus on all students with disabilities, and the goal of employment as an important outcome of education. A conceptual framework of transition views three bridges from school to work: transition without special services, transition with time-limited services (such as vocational rehabilitation and postsecondary vocational education), and ongoing services that allow disabled persons to take advantage of work opportunities. Additional model components center on the high school and employment foundations. OSERS initiatives related to each component are noted along with several broader research and evaluation issues, such as the need for careful descriptions of current transition experiences. (CL)

ED 256 219 HE 018 254

Potter, David L., Ed.
The Place of the Liberal Arts and Sciences in the Curriculum: A Renewed Commitment. Proceedings of a Conference Sponsored by the State Council of Higher Education for Virginia (Richmond, Virginia, December 17-18, 1984).
Virginia State Council of Higher Education, Richmond.
PUB DATE- Apr 85
NOTE- 114p.
AVAILABLE FROM- State Council of Higher Education for Virginia, 101 North 14th Street, Richmond, VA 23221.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Curriculum; College Planning; *College Science; Educational Needs; Higher Education; *Humanities Instruction; *Liberal Arts; *Science Instruction; *Statewide Planning; Undergraduate Study
IDENTIFIERS- State Council of Higher Education for Virginia; *Virginia

Proceedings of a conference on Virginia's undergraduate curriculum are presented. Attention is focused on the future of the traditional arts and sciences disciplines. Contents include: (1) a keynote address on benefits of studying the humanities, along with answers to audience questions (William H. Bennett, head of the National Endowment for the Humanities); (2) comments on scholarship in the curriculum by five panel members as well as discussion questions and answers (John T. Casteen, III; Armstead Robinson; Michael Hucles; Robert Marshak; and Nancy Suttenfield); (3) comments and discussion on the changing curriculum by four Virginia college presidents (Thomas A. Graves, Frank L. Hereford, Alfred B. Rollins, and Joseph C. Smiddy); (4) an address and answers to questions concerning the rift in U.S. culture that divides the humanities from science and the need to reintroduce the humanities into both science and practical life (Evelyn Fox Keller); (5) an address by Virginia Governor Charles S. Robb; and (6) perspectives on future directions by two Virginia educators (George R. Healey and James A. Davis). A list of concurrent session topics and panelists is appended. (SW)

ED 256 164 FL 014 980

Bouloffe, Jacqueline, Ed.; Huot, Diane, Ed.
Processus cognitifs dans l'enseignement/apprentissage des langues. Actes du collogue sur la didactique des langues (Cognitive Processes in Language Teaching/Learning. Presentations from the Colloquium on Language Teaching) (4th, Sainte Foy, Quebec, October 20-22, 1983)
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-141; ISBN-2-89219-149-1
PUB DATE- 84
NOTE- 276p.
LANGUAGE- French; English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Bilingualism; Children; *Cognitive Processes; Cognitive Style; *Educational Research; Foreign Countries; Interlanguage; Language Research; *Learning Processes; Neurolinguistics; Neurological Organization; Phonology; *Second Language Instruction; *Second Language Learning; *Teaching Methods

The proceedings of the fourth colloquium of the Groupe de recherche en didartique des langues (Language Teaching Research Group) include eleven papers and four synopses. The papers, three in English (E) and the rest in French (F), cover these topics: cognitive presence in language teaching/learning (F); interlanguage and metalanguage (F); interrelations between cognitive and affective dimensions in language learning (F); cerebral mechanisms and learning processes (F); neurolinguistic evidence on cognitive processes in language learning and teaching (E); the role of cognitive styles and manual preference in foreign language learning (E); cognitive development and the bilingual child (F); cognition and language: toward a dynamic conception of language (F); parameters in the acquisition of foreign languages (F); cognitive processes in learning the target language's phonological system (F); and the moment of reference to the known in the making of a new utterance (F). The synopses include summaries of pedagogical, metalinguistic, and neurolinguistic perspectives of the conference, and a summary of the conference in general. (MSE)

ED 256 248 HE 018 283

Brozo, William G.
Teaching Students to Recognize and Manipulate Structures of Cohesion. College Reading and Learning Assistance Technical Report 85-04.
Georgia State Univ., Atlanta.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; *Cohesion (Written Composition); Grade 9; High School Students; *Reading Instruction; Secondary Education; *Sentence Combining; Sentence Structure; *Syntax; *Teaching Methods

Methods for teaching students to recognize and manipulate structures of cohesion in reading materials are discussed. Teaching students to connect text involves a strategy that combines reading and writing in student- and teacher-directed activities. An example illustrates how the strategy can be applied with specific course content, a ninth-grade unit on the Civil War. In small groups, students generate three statements that come to mind related to the war, and the class identifies statements appropriate to the topic. Next, students discuss a list of connective words and then write a paragraph using connecting words to join together their statements about the war. Finally, students are provided a modified cloze passage from the text with existing connectives removed. Any sentences that could be connected are separated by a blank space, and students use the list to fill in the connecting words, after which the class discusses connectives that were chosen. It is suggested that creating cohesive statements helps students grow in syntactic maturity and metalinguistic awareness. A list of connectives and a sample cloze passage with missing connectives are included. (SW)

ED 256 291 IR 011 587

Preparing for Computer Use. Revised.
South Carolina State Dept. of Education, Columbia.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- Mar 84
NOTE- 136p.; Report of a Microcomputer Planning Conference (Charleston, WV, July 25-27, 1983). Portions of the document are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Computer Software; Course Descriptions; Evaluation Criteria; Instructional Materials; *Mathematics Instruction; *Programing; Programing Languages; Secondary Education; Staff Development
IDENTIFIERS- *Software Reviews

Intended to assist school districts in designing high school credit courses, preparing staff development activities related to computer utilization, and selecting and evaluating instructional software, this document offers outlines for the following student courses: (1) Introduction to Computers, a computer literacy course covering computer components and terminology, computer capabilities and limitations, computer uses and careers, and introductory BASIC; (2) Computer Mathematics, which teaches the logic of computer programming, flow charting, BASIC language programming, and the application of programming to problem solving using algebraic and geometric concepts; and (3) Advanced Placement Computer Science, which addresses programming methodology, features of programming languages, data types and structures, algorithms, applications of computers, computer systems, and social implications. A computer literacy and computer assisted instruction course for instructional staff is also outlined. Resources for teaching about computers are listed, including general resources, filmstrips and magazines, and instructional television and radio programs. A list of favorably reviewed microcomputer software and a software evaluation checklist are reprinted from the "1983 Educational Software Preview Guide" (Educational Software Evaluation Consortium). A supplementary annotation describes each software title listed. (LMM)

ED 256 349 IR 051 091

Piotrowski, Chris; Perdue, Robert
Online Literature Retrieval: An Alternative Strategy.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Databases; Higher Education; *Information Retrieval; Information Sources; Information Systems; *Online Searching; *Online Systems; *Psychology; Research Tools; *Search Strategies
IDENTIFIERS- DIALOG

This study investigated the efficacy of utilizing comprehensive database search strategies in performing an online literature search in the subject area of psychology, with special interest in the performance of the database PsycInfo. The DIALOG Information Retrieval Service's DIALINDEX subject category options were used as the major search vehicle to determine the number of relevant "hits" in each of several databases and to ascertain redundancy of citations across the databases. Databases for the DIALINDEX subject categories of PSYCH including PsycINFO) and MEDICINE were accessed with two sample searches using the descriptors psychopathology/social influences and psychopathology/social class. The results of these searches was that databases other than PsycINFO (Excerpta Medica and Medline) also provided relevant citations, and that overlap of citations between the databases was negligible. The findings suggest that online literature searches involving psychological topics should include comprehensive database strategies. Several major commercial services offer such multi-database options. (Author/THC)

ED 256 363 IR 051 105

Genre Terms. A Thesaurus for Use in Rare Books and Special Collections Cataloguing.

American Library Association, Chicago, Ill.; Association of Coll. and Research Libraries, Chicago, Ill.

REPORT NO.- ISBN-0-8389-6612-8
PUB DATE- 83
NOTE- 45p.
AVAILABLE FROM- Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, IL 60611 (ARL members $5.50 per copy; nonmembers $7.50 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Cataloging; *Library Collections; *Library Materials; *Special Libraries; *Subject Index Terms; Thesauri
IDENTIFIERS- *Rare Books

This thesaurus attempts to standardize terms used to designate intellectual genres of textual materials in general rare book libraries. Because of the nature of such libraries, it has a literary-historical bias. For the purpose of this list, genre is defined as a recognized category of works (not their physical manifestations) characterized by a particular form, purpose, or content. The list was developed to be used in conjunction with the MARC Formats for Bibliographical Data. Terms relating to maps, music, and legal works have been largely excluded. The alphabetical list includes terms and references. Terms are followed by scope notes whenever a term is thought to be obscure or ambiguous or is used in a technical sense that might not be readily apparent. Any recordings of references made to and from the term are included. Types of references used in the list are: broader term, narrower term, use, used for, and related term. Introductory materials comprise sections on history, purpose and scope, form, application, and revision. (THC)

ED 256 058 EA 017 683

Operation Renaissance Task Force Reports: The Education Profession, the Family and School, School Time.
Colorado State Dept. of Education, Denver.
PUB DATE- Dec 83
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Advisory Committees; Attendance; Board of Education Role; Discipline Policy; Dropouts; Educational Environment; Educational Finance; *Educational Improvement; *Educational Policy; Extended School Day; Extended School Year; *Family School Relationship; Homework; Labor Turnover; Nontraditional Education; Recruitment; *School Personnel; *School Schedules; Socioeconomic Status; Student Motivation; Teacher Certification; Teacher Education
IDENTIFIERS- *Colorado State Department of Education

This document presents the reports of the Colorado State Board of Education appointed task forces on the Education Profession, the Family and School, and School Time. The task force on the Education Profession made recommendations in the following areas: personnel preparation and certification, recruitment and retention of education personnel, and status of education personnel. The task force on the Family and School made recommendations in the following areas: motivation and discipline, dropouts, attendance, roles of local school boards and accountability committees, accountability, alternative education, school climate improvement; family/school relationships, and homework. A philosophical statement and a 44-item annotated bibliography are included in conjunction with this task force's topic. The task force on School Time made recommendations in the following areas: state policy allowing alternative school calendars, effective use of current school day and year, and long school day and year. The fiscal impact of these recommendations, a 36-item bibliography, background information on these issues, and the pros and cons of lengthening the school day and year are listed. (DCS)

ED 256 072 EA 017 706

Conyers, John G.
Standards of Excellence: A Blueprint for Effective Schools.
PUB DATE- 25 Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985). For related documents, see EA 017 664 and EA 017 707-708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Assessment; Educational Diagnosis; *Educational Improvement; *Educational Innovation; Educational Objectives; Elementary Secondary Education; Formative Evaluation; Models; Participative Decision Making; *Research Utilization; School Effectiveness; Staff Development
IDENTIFIERS- Denver Public Schools CO; *Excellence in Education; *Standards of Excellence CO

This paper describes the Denver public schools' Standards of Excellence Program, a research-based means of developing and implementing school improvements while reinforcing existing practices characteristic of effective schools. Researchers have identified four indicators of school effectiveness that can be observed, measured, controlled, and remediated: school processes, classroom actions, administrative leadership, and expectations. A dynamic combination of all four factors is present in effective schools. Accordingly, in 1983, the Denver Public Schools Staff Academy developed modules for teaching Standards of Excellence, to be used by principals in familiarizing their staffs with research into effective schools. After the teaching modules are presented, the staff completes assessment instruments to determine which characteristics of effective schools need to be strengthened, in what way, and to what ends. Thereafter, Standards for Excellence recommends that a committee be formed to examine assessment data in order to develop a plan of action for school improvement and a timeline for implementation. Improvements associated with this project have already been shown in the areas of standardized test results, pupil suspension rates, and attendance. (TE)

ED 256 086 EC 17[illegible] 750

Locker Chava

Educational Therapy Using Games and Puzzles.

PUB DATE- Apr 84

NOTE- 27p.; Papers prepared for the International Congress of the Spanish Association for Special Education (A.E.D.E.S.) (Madrid, Spain, April 25-27, 1984). Document contains occasional faint type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attention Span; Educational Diagnosis; *Educational Therapy; *Games; Hyperactivity; *Learning Disabilities; Puzzles; *Student Motivation

Ways in which games can be used as tools in observing, diagnosing, and providing educational therapy for learning dysfunctions are listed and described in a series of four related papers: (a) "Educational Therapy for Learning Dysfunctions"; (2) "Educational Therapy and Puzzles"; (3) "Educational Therapy and Reading Fluency"; and (4) "Spelling Errors--Where?" The value of the game approach is noted and examples of the approach using crossword puzzles, which can be used for diagnosis as well as training, are offered. Other types of puzzles are advocated as ways to deal with distraction, unorganized thinking, and lack of motivation. Steps in puzzle solving are noted. A case study is presented of a 7-year old, diagnosed as hyperactive, who learned to sustain attention with a puzzle task. It is noted that many children seem hyperactive because of bad working habits, failure, and low self-confidence. The role of educational therapy in improving reading fluency and spelling accuracy is further examined. (CL)

ED 256 102 EC 172 100

Leavitt, Karen J.; Terrell, Glenn J.

Discover the World of Independent Living: An Independent Living Skills Curriculum and a Guide to the Implementation of the Curriculum. October 1, 1981-December 31, 1984.

Services for Independent Living, Euclid, OR.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 279p.

CONTRACT- 300-81-0364

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Adolescents; Curriculum Guides; *Daily Living Skills; *Developmental Disabilities; Hearing Impairments; *Normalization (Handicapped); Physical Disabilities; Self Care Skills; Social Adjustment; Visual Impairments

IDENTIFIERS- Education for Independent Living Model Program; Independent Living

This independent living skills curriculum addresses the needs of developmentally handicapped students ages 13-19. Designed to supplement the existing curriculum, nine units focus on the following skill areas: social skills (self-esteem, self-identity, social communication and interaction, goal development, problem solving, developing sexual identity); health (personal care and hygiene, health care, safety, first aid); home management (house cleaning, identification and use of hand tools, using the telephone, housing options); clothing care (laundry, clothing use and maintenance); cooking (kitchen safety, pre-cooking skills, nutrition, preparing foods, storing and serving foods, kitchen cleaning); travel (preparation, safety, transportation, understanding your community); money management (handling money, budgeting, banking); leisure time activities (including time management); and career development (planning, preparation for employment, working). Each unit lists objectives, teaching activities, needed materials and resources, adaptations for students with visual, hearing, and/or orthopedic disabilities, and student skills checklists. A separate guide to implementation of the curriculum discusses the philosophy of independent living, provides an overview and description of the curriculum, and outlines resource requirements (equipment, staff, training) and teaching strategies. Appendices to the guide include lists of parent and national resources as well as Independent Living Centers by state. (JW)

ED 256 149 EC 172 550

Family Support Services: Respite, Sitter, In-Home Program Training Manual.

Arizona State Dept. of Economic Security, Phoenix.

PUB DATE- 80

NOTE- 122p.; Prepared by the Division of Developmental Disabilities and Mental Retardation Services.

LANGUAGE English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavior Modification; *Communication Skills; *Disabilities; Discipline; Equipment; Family Relationship; First Aid; *Health; *Nutrition; *Respite Care; *Safety

The manual is designed to provide basic information on disabilities to future respite providers. The first chapter examines the nature and characteristics of handicaps in general as well as specific types, such as cerebral palsy, deafness, mental retardation, and behavioral disabilities. The chapter also introduces changing social notions regarding the handicapped. The next nine chapters address the following topics (sample subtopics in parentheses): family feelings and needs of the handicapped (parental reactions and adjustments); home and safety guidelines (inside, outside, accident prevention); health management (medication, specific problems such as seizures and choking); behavior management (increasing and decreasing target behavior); feeding and nutrition (basic meal planning, eating skills, body positioning); communication (alternative communication methods, care of hearing aids, play); physical management and adaptive equipment (wheelchair and stroller considerations, transferring, braces and splints); dressing, grooming, toileting and homemaking; and leisure time activities (activities and community resources). (CL)

Buteau, M.; Gougeon, H.
Evaluation of the Bilingual Kindergarten and Follow-Up Programs, St. Joseph Elementary School, Town of Mount Royal (1983-1984). Submitted to the St. Croix School Commission. Fifth Progress Report.
McGill Univ., Montreal (Quebec). Faculty of Education.
REPORT NO.- ISBN-07717-0112-8
PUB DATE- 84
NOTE- 114p.; For related documents see ED 208 662, ED 225 348, and FL 015 504.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; English; Experimental Programs; *FLES; Followup Studies; Foreign Countries; *French; *Kindergarten; Language Attitudes; Language Skills; *Program Effectiveness; Program Evaluation; *Second Language Instruction; Summative Evaluation
IDENTIFIERS- Quebec

The fifth yearly progress report of a bilingual kindergarten and elementary program offering French-language instruction to native English-speakers is based on test results showing the progress of former program pupils in grades 1-4 during the 1983-84 school year. Progress in grades 1-4 was assessed by classroom observation and individual and group tests in English, French, social studies, and attitudes toward French. These students' results are compared with those of students in a French-language school reception kindergarten, an English-language program, and newcomers to the school in question. The comparisons show group differences in the expected direction, with former reception kindergarten students scoring higher than former bilingual kindergarten students, who in turn scored higher than newcomers and English-language program students. Sex differences in language performance found in earlier years had disappeared. Any long-term impact of the kindergarten program is suspected to be in the pupils' willingness to verbalize in French and in the perception of their own abilities with regard to other pupils rather than in academic performance. Additional opportunities for pupil contact through extracurricular activities are recommended over the addition of French-language courses. (MSE)

ED 256 192 HE 018 226

Faculty and Administrative Salaries in California Public Higher Education, 1984-85. Final Annual Report. Commission Report 84-21.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Jun 84
NOTE- 118p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; Comparative Analysis; Demand Occupations; Economic Climate; Medical School Faculty; Postsecondary Education; Professional Personnel; *Salaries; State Colleges; State Universities; *Teacher Employment Benefits; Teacher Salaries
IDENTIFIERS- California Community Colleges; *California State University and Colleges; Peer Institutions; *Public Colleges

Salary and fringe benefit data for faculty and administrators at California state postsecondary institutions are examined. Average faculty salaries at the University of California and eight comparison institutions are presented for 1973-1985, along with salary data for California State University and its 20 comparison institutions. In addition to projections of salaries and fringe benefits needed to achieve parity with comparison institutions, economic data on personal income for selected regions and the United States are included. Salary data for California instructors, assistant and associate professors, and professors are also compared to those of other professional groups and also to federal and state civil service employees. Additional areas of consideration include: faculty contributions to fringe benefits, faculty housing costs by campus, workload and salaries of full- and part-time California community college faculty, and 1983-1984 salaries of selected administrators and medical school faculty at the University of California and California State University institutions and comparison schools. Appendices include information on methods for reporting faculty salary and benefits, and supplementary data and materials. (SW)

ED 256 206 HE 018 240

Anderson, Kristine L.
The Effects of College Type and Characteristics on Educational Attainment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 25p.; For related documents, see HE 018 239-240.
GRANT- NIE-G-82-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Choice; College Desegregation; College Students; Comparative Analysis; Educational Attainment; *Employment Level; Higher Education; *Institutional Characteristics; Longitudinal Studies; Occupational Aspiration; Outcomes of Education; *Private Colleges; Racial Composition; School Size; Selective Colleges; State Colleges; *Two Year Colleges; Vocational Followup
IDENTIFIERS- *National Longitudinal Study High School Class 1972; *Public Colleges

The effects of institutional types and their structural and compositional characteristics on students entering two- or four-year academic programs were examined, with a focus on students' educational attainment. Data were obtained from the National Longitudinal Study of the High School Class of 1972. Individual student variables were considered, including: four measures of socioeconomic status, race, sex, gender, religion, three measures of academic preparation, educational and occupational plans, and parental aspiration for the student. Four variables dealt with individual level of involvement with the student role and other potentially competitive roles. Academic performance, faculty contact, and level of satisfaction with the college were also assessed. Institutional variables included type of college (private/public universities, four-year colleges, and two-year colleges); college selectivity level; percent of low income students; percent of minorities in the freshman class; college size; number of majors offered; percent of part-time students; percent of vocational majors offered; percent of graduate/professional students; student costs; and expenditures per student. In general, more academically selective, smaller, less vocationally oriented colleges with high levels of structural integration have positive effects on student attainment, as do colleges with larger proportions of low income and minority students. Statistical tables and a list of references are provided. (SW)

ED 256 234 HE 018 269

A Plan to Implement New State Policy on Postsecondary Equal Educational Opportunity Programs. Proposals Submitted to the Legislature by the University of California, California State University, the California Community Colleges, the California State Department of Education, and the California Postsecondary Education Commission in Response to Supplemental Language in the 1983-84 Budget Act. Commission Report 85-8.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 4 Mar 85

NOTE- 48p.

AVAILABLE FROM- California Postsecondary Education Commission, 1010 Twelfth Street, Sacramento, CA 95814

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Attendance; College Planning; College Preparation; College School Cooperation; Disadvantaged; Educational Opportunities; *Equal Education; Ethnic Groups; Information Needs; Low Income Groups; *Minority Groups; *Outreach Programs; *Postsecondary Education; Program Evaluation; Program Proposals; *Public Policy; School Holding Power; State Boards of Education; *Statewide Planning; Student Recruitment

IDENTIFIERS- *California; California State Postsecondary Education Comm

A plan for California's postsecondary equal educational opportunity programs is presented. These programs are designed to: increase academic aspirations and preparation of high school or community college students; inform students about financial aid or about specific colleges; increase college students' academic skills to increase their retention; and provide comprehensive services, including outreach, orientation, admissions, and retention. Background information on California's programs covers events since 1964, state funding by type of program, and degrees conferred to members of six ethnic groups. Included are proposals to implement state policy that secondary schools have the leadership role in preparing students for college and that supplementary services for low-income and ethnic minority students be provided cooperatively by high schools and colleges. Proposals for joint efforts to implement a state requirement for informational outreach services are also provided. A timetable for the regular evaluation of postsecondary equal opportunity programs by the California Postsecondary Education Commission is also presented, along with a summary of issues and recommendations for the programs. (SW)

ED 256 277 HE 018 344

Frankel, Alan D.
Causal Attribution of Control on Ten Variables Effecting Student Attrition/Retention in College.

Western Coll. Reading and Learning Association.
PUB DATE- 30 Mar 85
NOTE- 20p.; Paper presented at the Annual Conference of the Western College Reading and College Association (18th, Denver, CO, March 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Students; *College Students; Higher Education; Individual Power; Institutional Research; *Locus of Control; *Predictor Variables; *School Holding Power; *Self Determination; Student College Relationship; Student Needs
IDENTIFIERS- Mercy College NY

Ten predictors of academic performance and persistence for adult college students were studied with 100 college juniors and seniors at Mercy College. The 10 variables are: time spent at work/employment, ability to pay for education, time spent at study, place of study, ability to get to school, ability to get course of choice, ability to get a "good" schedule, desire to join groups or clubs, getting school advisers to help, and ability in math or reading (self-assessed). It was proposed that the variables representing total external locus of control were time spent at work and cost of education. Administration of a questionnaire allowed students to indicate the variables they felt most in control of, using 37 triads of forced choices. Variables on which students felt the most control, in order of most to least control, were: getting to school, joining clubs/groups, time to study, place to study, ability to set their own schedule, ability to get particular courses/sections, ability to get advice from counselors/advisers, and ability in reading and mathematics. A significant difference between external and internal locus of control was found. It is concluded that retention rates can be increased if students are allowed to be self-determining. Additional implications for the college are noted. (SW)

ED 256 305 IR 011 625

Anglin, Gary J.
Prose-Relevant Pictures and Older Learners' Recall of Written Prose.
PUB DATE- Jan 85
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Higher Education; Media Research; *Pictorial Stimuli; *Prose; *Recall (Psychology); Time Factors (Learning); Visual Learning

A two-experiment study investigated the possible contribution of prose-relevant pictures to the recall and retention of information presented in written prose materials with older learners as subjects. In the first experiment subjects were 52 graduate students from a southeastern university. Recall of information presented in written prose materials was assessed immediately following presentation of a prose-plus-picture (or prose-only) passage and again, 14 days later. The second experiment used 47 other graduate students and was similar to the first, but the delayed test was administered 26 days following the immediate test. Results suggest prose-relevant pictures do contribute to older learners' increased recall of prose materials. In both experiments, students who read prose passages and viewed accompanying pictures remembered more of the information that was pictured and included in the prose passages than students who read the same prose passages without the pictures. Facilitative picture effects were observed in both immediate and delayed testing conditions. Seven references and one picture are included. (Author/LMM)

ED 256 319 IR 011 639

Ho, May Lein

Competencies of Curriculum Materials Center Directors in Teacher-Education Institutions.

PUB DATE- Jan 85
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; *Administrator Role; Administrators; *Curriculum Study Centers; Educational Technology; Higher Education; Library Science; *Minimum Competencies; *Schools of Education; Surveys

Essential job competencies for curriculum materials center directors in teacher-education institutions were identified and analyzed through a questionnaire survey of 183 current center directors and 100 educators in the fields of educational media and technology, library and information science, or educational curriculum. Also investigated were the specific tasks performed by the directors and the characteristics of the curriculum materials centers and their directors in teacher-education institutions. Two questionnaires listed 93 tasks related to organizing management, personnel management, materials selection and evaluation, technical service, design and development, production, utilization and consultation, instruction, research, and leadership and professionalism. Directors rated each task according to importance and frequency, while educators rated tasks in order of importance and suggested job competencies for center directors. Based on 153 responses from the directors and 86 from the educators, 38 competencies were identified as representing a set of common qualifications for center directors. Findings indicated that common characteristics of centers were difficult to identify. Seven references are listed. (LMM)

ED 256 334 IR 011 654

Seidman, Steven A.

The Relationship between Teacher Burnout and Media Utilization.

SPONS. AGENCY- Texas Woman's Univ., Denton.

PUB DATE- Jan 85

NOTE- 25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Correlation; *Educational Media; Elementary Secondary Education; Media Research; *Teacher Attitudes; *Teacher Burnout; *Teaching Methods; *Use Studies

The relationship between teacher burnout and the use of various media in teaching was examined with data collected from 545 elementary and secondary teachers in the Fort Worth, Texas public school system. Subscales measured factors indicating teacher burnout, including teachers' perceptions of the degree of administrative support received, career satisfaction, ability to cope with the stresses related to teaching, and attitudes toward students. The Teacher Burnout Scale (Zager and Seidman, 1983), a demographic questionnaire, and a media utilization inventory were employed. Results suggest that teachers on the lower end of the four burnout dimensions tend to use certain media materials more frequently than teachers who are more burned out. Games, simulations, filmstrips, pictures, models, and videotapes were more heavily utilized by low burnout teachers, although no discernible differences emerged for motion pictures and computers. The results also indicate that teachers tend to use media materials less, or not at all, as burnout feelings increase. Twenty-two references are listed. (LMM)

ED 256 392 JC 850 167

Policies of Senior Colleges and Universities concerning Transfer Students from Two-Year Colleges in North Carolina, 1981-1982. Special Report.

North Carolina Univ., Chapel Hill.

PUB DATE- Dec 81

NOTE- 125p.; Sixth Edition; Prepared at the request of the Joint Committee on College Transfer Students.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110) Reference Materials - General (130)

DESCRIPTORS- *Articulation (Education); College Credits; Colleges; *College Transfer Students; *Enrollment Trends; Postsecondary Education; *Transfer Policy; Universities

IDENTIFIERS- *North Carolina

Designed primarily as a reference for advisors and counselors of two-year college students planning to transfer to senior colleges and universities in North Carolina, this report enumerates the transfer policies of each of the 46 senior institutions in the state and provides data on transfer activity. Following introductory material about the report and its development, information relevant to transfer to each of the 46 senior colleges is provided, including answers to questions concerning admissions, housing, costs, financial aid, transferable hours, course repetitions, grading policy, transfer of credit by alternative means, transferability of courses from technical institutes and proprietary schools, general education requirements, and transfer agreements with other institutions by program. Appendices include sample transfer agreements and tables providing data on the flow of undergraduate transfers among North Carolina colleges and universities, fall 1980; undergraduate transfers to North Carolina colleges and universities, fall 1970 to fall 1980; undergraduate transfer students at North Carolina colleges and universities by type of institution and sex, fall 1980; fall 1980 transfers from two-year to four-year colleges, from four-year to four-year colleges, from four-year to two-year colleges, and from two-year to two-year colleges; out-of-state transfers, fall 1980; and transfers into non-college parallel programs at two-year colleges. (LAL)

ED 256 406 JC 850 181

Cohen, Arthur M.
Responding to Criticisms of Developmental Education.
PUB DATE- 4 Feb 82
NOTE- 21p.; Speech delivered at the Conference on "Facing the Challenges and Challengers of Developmental Education" (Phoenix, AZ, February 4, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Program Effectiveness; Program Evaluation; *Remedial Instruction; Two Year Colleges

In the context of a discussion of the role of developmental education in the nation's community colleges, this paper responds to criticisms of developmental education that have been made in recent years. First, the paper considers the role of developmental education in promoting literacy, examines definitions of literacy, highlights results of recent surveys showing the level at which particular courses are taught, and cites common reactions from college instructors to the low levels at which their courses are taught. Next, 10 criticisms of developmental education are presented and responded to, including: (1) the community college is the wrong place to provide developmental education; (2) developmental education costs too much; (3) developmental education should be taught in a separate school; (4) there is insufficient articulation with secondary schools; (5) faculty members do not know how to teach literacy; (6) there is too much experimentation with too few results; (7) instructors ask too little of the students; (8) there are inconsistent standards used in the classroom; (9) placement and diagnostic tests are not valid; and (10) the support services are not worth what they cost. Responses to these criticisms highlight the fact that community colleges have little choice but to teach developmental education; discuss methods for holding down program costs; argue that all faculty should be involved in developmental education; point to areas in which articulation with secondary schools can be improved; suggest means of improving developmental instruction; and outline ways in which developmental education can be integrated into the fabric of the institution. (HB)

ED 256 420 JC 850 196

Norris, Neal A.
Title III Curriculum Enrichment Activity Staff Development Evaluation Report for 1983-84.
Reading Area Community Coll., Pa.
PUB DATE- Sep 84
NOTE- 67p.; Staff assistance and financial support provided through a Strengthening Program Grant (Title III of the Higher Education Act of 1965).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Enrichment; *Faculty Development; Participant Satisfaction; *Professional Development; Program Descriptions; Program Evaluation; Teacher Workshops

An evaluation is provided of the staff development efforts of Reading Area Community College (RACC). First, introductory material explains the methods used to evaluate the work of RACC's Professional Support Committee, which included training seminars, conferences, and workshops. Next, three members of the Professional Support Committee provide brief evaluative commentaries on the appropriateness and effectiveness of staff development activity at the college, giving special focus to facilities, faculty training seminars, professional development awards for external conferences and workshops, "the Personalized Professional Development Plan," and faculty development projects. Next, the results of qualitative assessments of the staff development activities provided by the Professional Support Program are presented. Evaluations are presented for the Instructional Technology Laboratory, Professional Support Center, Instructional Media Production Laboratory, and the Coordinator of Curriculum Development. Finally, a summary assessment contains background on the Professional Support Program, the Professional Support Committee, and the development activities and their effects. Appendices include instruments for the program evaluations, an outline of the professional development award request procedures, and a "Professional Support Program Guidebook." The guidebook includes sections on primary support facilities, basic support service areas, the "Personalized Professional Development Plan," and sources of financial support. (AYC)

ED 256 029 EA 017 653

B[illegible], Richard J.
Understanding & Implementing Development.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 43p.; Document may not reproduce well due to light type. For other documents in the "how to" series, see ED 251 919-950 and EA 017 652.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($4.00 prepaid; invoiced orders, $2.00 for postage and handling; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; *Catholic Schools; Comprehension; *Developmental Programs; Educational Development; Educational Finance; Elementary Secondary Education; *Fund Raising; *Long Range Planning; Program Administration; Program Design; *Program Development; *Program Implementation; School Attitudes; School Funds; School Involvement
IDENTIFIERS- *Administrator Involvement; Commitment

This booklet describes the earliest phases of planning a development program for a Catholic school. To ensure the success of such a program, there is need for the following: an initial common, basic understanding of and commitment to where the school is going on the part of all involved in the leadership of the school; involvement by leaders and staff in the development program; development by the administration and board of formal, written long-range plans involving the entire operation of the school; a case statement developed for the public that is drawn out of the 5-year plan; and funding of that development. The second half of the booklet contains two appendixes. Appendix A further clarifies the six sequential steps outlined above and provides the Catholic school administrator with a logical sequence of events to be followed in establishing development programs. Twelve references are also listed. Appendix B provides long-range planning guidelines for Catholic schools, including a suggested chronology for developing a 5-year plan. Copies of 12 forms are included to aid in elementary school finances planning. (DCS)

ED 256 044 EA 017 669

Leathem, Paul J.
Attentiveness to Local School Politics: A Structural Analysis.

PUB DATE- Mar 85
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Educational Attainment; Elementary Secondary Education; Interest Research; Models; National Surveys; Parent Attitudes; Place of Residence; *Politics of Education; *Predictor Variables; *Public Opinion; *School Attitudes; Sex Differences

Data from two national surveys originally designed to measure public attitudes toward science and technology were examined to determine the relationships among several variable characteristics of the survey population and their attentiveness to local school politics. Survey respondents were divided into two groups: those who indicated they were both "very interested" and "very well informed" about local school issues, and those who were either less interested, less well informed, or both. Log-linear path analysis was used to reveal multivariate as well as bivariate relationships among the the variables tested, which included gender, age, parental status, educational level, and place of residence. Many significant relationships were found among the variables. The variable most closely related to attentiveness was parental status, a relationship found in every category into which the respondents were subdivided. The least strong association was between residence and attentiveness. Higher levels of education were strongly related to attentiveness, particularly among nonparents. Respondents between 30 and 49 years old were more likely to be attentive than those of other age groups, and women were more likely to be attentive than men. The findings showed that the social science concept of issue attentiveness is applicable to local school politics. A four-page bibliography is included. (PGD)

ED 256 117 EC 172 516

The State's "Project Workability" Has Improved the Coordination of Services for and the Employability of Handicapped Students. Report by the Office of the Auditor General to the Joint Legislative Audit Committee. P-281.

California State Office of the Auditor General, Sacramento.

PUB DATE- Feb 84
NOTE- 28p.
AVAILABLE FROM- Office of the Auditor General, 660 J St., Suite 300, Sacramento, CA 95814 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; *Disabilities; Employment; *Employment Potential; High Schools; *High School Students; Program Effectiveness; State Programs
IDENTIFIERS- *Project Workability

The report presents evaluation findings for California's Project Workability, designed to enable handicapped high schoolers to become more employable. The report focuses on the coordination among the three agencies involved in the project: the State Department of Education, the Department of Rehabilitation, and the Employment Development Department. Interviews with agency officials, site visits, and review of agency evaluations of the project revealed that the project has improved the coordination of services for and the employability of handicapped students, coordination efforts have improved services to handicapped students, and the project has made handicapped students more employable. Further, attitudes of students and students' parents, teachers, and employers about the employability of handicapped students were improved. (CL)

ED 256 133 EC 172 534

Fiedler, Leslie A.; And Others

Pity and Fear: Myths and Images of the Disabled in Literature Old and New = Lastima y Miedo: Mito e Imagenes del Invalido en la Literatura Antigua y Moderna = La Pitie et la Peur: Mythes et Images des Infirmes dans la Literature Ancienne et Moderne. Proceedings of a Literary Symposium Sponsored by ICD-International Center for the Disabled in Collaboration with the United Nations (October 27, 1981).

International Center for the Disabled, New York, NY.

SPONS. AGENCY- J.M. Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-675-41089-4
PUB DATE- 27 Oct 81
NOTE- 101p.
AVAILABLE FROM- International Center for the Disabled, 340 East 24 St., New York, NY 10010 (free).
LANGUAGE- English; Spanish; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Attitude Change; *Disabilities; Films; Literature; *Stereotypes

The booklet (also in Spanish and French) presents an edited transcript of a conference dealing with images of the disabled in literature and the arts. L. Fielder's keynote paper traces the evolving role of disabled people by examining, in films and novels, the role of myth in society, the debilitating use of euphemisms, the unsatisfactory attempts to glorify disability, and reactions of pity and fear. Responses to Fielder feature criticism of his citing popular works of art over works of greater quality, and the suggestion that disability also evokes wonder. (CL)

ED 256 220 HE 018 255

Brown, Peggy Ann, Ed.
General Education Evaluations.
Association of American Colleges, Washington, D.C.
PUB DATE- Apr 85
NOTE- 25p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Church Related Colleges; *Core Curriculum; Course Evaluation; Degree Requirements; *Evaluation Methods; *General Education; Higher Education; *Liberal Arts; Private Colleges; Program Descriptions; *Program Evaluation; State Colleges; Student Attitudes; Student Evaluation
IDENTIFIERS- Albright College PA; City University of New York Brooklyn College; College of Charleston SC; Gustavus Adolphus College MN; Rochester Institute of Technology NY; Saint Josephs College IN; Seton Hill College PA; Syracuse University NY; University of Colorado Colorado Springs; University of Idaho

A variety of general education programs and evaluation approaches are described, with a focus on assessments of student attitudes and achievement. The introductory essay by Jerry G. Gaff, "A Practical Approach to Evaluation," presents a three-step evaluation approach, as well as suggestions for general education program directors, deans, and curriculum committees. The steps involve identifying the reasons for the evaluation, assigning responsibility to perform the evaluation, and articulating principles for conducting a self-evaluation of the core curriculum. Following this essay, general education programs and evaluation approaches of 14 colleges are described in separate articles; topics include basic skills requirements, an Asian Studies cluster, and courses that are sequenced by student developmental level. The sample of colleges are: Syracuse University, Albright College, Seton Hill College, Rochester Institute of Technology, Saint Joseph's College, City University of New York's Brooklyn College, College of Charleston, University of Colorado at Colorado Springs, Gustavus Adolphus College, University of Idaho, Morningside College, University of Santa Clara, University of Tennessee at Martin, and Willamette University. Also included is an annotated bibliography. (SW)

ED 256 263 HE 018 328

Cardozier, V. R.

Philippine Higher Education: Expansion in the Public Sector. Higher Education Series Topical Paper 8501.

Texas Univ., Austin. Dept. of Educational Administration.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Developing Nations; *Educational History; Foreign Countries; *Higher Education; Mergers; *Private Colleges; State Colleges
IDENTIFIERS- *Philippines; *Public Colleges

The Philippines has modeled its higher education system almost totally upon the American model, with similarities in organization, degrees, curricula, teaching methods, governance, and faculty roles. The University of the Philippines was established in 1908, and between 1901 and 1926, eight regional normal schools were established to train public school teachers. In 1949 the Philippine Normal College became a four-year institution and began to grant bachelors' degrees. By 1947, there were 309 college-level institutions, of which 294 were private. Currently, most of the state institutions and many of the private colleges include high school components and postsecondary vocational schools, and in many cases, elementary schools, due to the practice of extending existing institutions to the college level. Almost half of the public institutions were established, or had collegiate components added, since 1966. During the period of rule by decree, President Marcos made marked changes in public higher education. In come cases, several schools were combined under one administration to form a college or university. Limitations in the development of universities include funding problems and lack of faculty with graduate degrees. (SW)

ED 256 378 JC 850 037

Cooperative Education Student Guide.
Alvin Community Coll., Tex.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Cooperative Education; Course Descriptions; *Course Objectives; Education Work Relationship; *Learning Processes; Two Year Colleges; *Work Study Programs

Designed for students enrolled in Alvin Community College's Cooperative Education Program, this booklet provides information on the cooperative education course. After indicating that the purpose of the cooperative education course is to provide the student with a foundation for maximum functioning in the work world and to underscore the parallels between the workplace and the classroom, the booklet discusses specific learning objectives, as well as grading procedures. The next section presents a course outline, indicating deadlines, assignments and activities. The final section provides guidance on developing and achieving learning objectives on the job, with special emphasis on: (1) the importance of learning objectives; (2) steps for establishing learning objectives; (3) guidelines for preparing objectives; (4) sample categories, i.e., routine, problem solving, personal, creative, and new assignments; and (5) sample objectives for each category. A Training Station Agreement Form, Learning Objectives Worksheet, Learning Objectives Evaluation Form, and time cards are included. (LAL)

ED 256 087 EC 172 008

Pupils with Special Educational Needs. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Apr 82
NOTE- 100p.; Several pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Compensatory Education; *Compliance (Legal); *Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; Program Administration; Program Evaluation; *Remedial Instruction; School Districts; *State Federal Aid; State Programs
IDENTIFIERS- *New York; *Special Needs Students

The document reviews the New York State Education Department's management of state aid for remedial education in the program for serving Pupils with Special Educational Needs (PSEN), the intent of which is to help low-achieving students overcome their disadvantage in learning. Four separate aspects are examined: (1) program intent, evolution, and magnitude (the PSEN program has not been administered in accord with legislative intent since 1979-80; (2) program administration (problems include confusion over guidelines and lack of enforceable standards); (3) program accountability (available data were deficient for basic management purposes and district information was deficient for program accountability, largely due to inadequacies in guidelines for district reporting); and (4) fiscal accountability (district expenditure reporting is not in compliance). Among appendixes are the State Education Department's response and the rebuttal of the Legislative Commission on Expenditure Review. (CL)

ED 256 150 EC 172 555

Magazines in Special Media: Subscription Sources. Reference Circular No. 85-1.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

PUB DATE- Jan 85

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiotape Cassettes; *Blindness; *Braille; *Large Type Materials; Media Selection; Nonprint Media; *Partial Vision; *Physical Disabilities

The guide provides information about the availability of approximately 275 magazines in media suitable for use by persons unable to read or handle conventional print materials. The alphabetical listing (by title) includes information on magazine title, frequency on issue, special medium or media in which it is available, source or sources from which it may be obtained, subscription price (if applicable), and a brief description of the contents. A subject index breaks materials into such topic areas as the arts, business and consumerism, children's magazines, literature, hobbies, current affairs, religion, professions, and science and technologies. Separate indexes are provided for magazines available in braille, cassette, disc, large-type, and moon-type. (CL)

ED 256 249 HE 018 284

Anderson, Kristine L.
Race Differences in the Effects of College Characteristics on Educational Attainment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 21p.
GRANT- NIE-G-82-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Black Colleges; *Black Students; College Students; *Grades (Scholastic); Graduate Surveys; Higher Education; High School Graduates; *Institutional Characteristics; Longitudinal Studies; *Racial Differences; Socioeconomic Status; Teacher Student Relationship; *White Students
IDENTIFIERS- National Longitudinal Study High School Class 1972

The postsecondary educational experiences of black and white high school graduates who entered college between 1972 and 1974 were studied, with a focus on the effects of institutional characteristics on students. Data were obtained from the National Longitudinal Study of the high school senior class of 1972 for entrants to two- or four-year colleges in academic curricula. It was found that high school, race, and academic preparation strongly affected college selection by blacks, while socioeconomic status (SES) and goals were more important in the college selection by whites. Differences in effects of colleges on grades, faculty contact, satisfaction, and attainment variables were also explored. Compared to black students attending predominantly white colleges, black students attending predominantly black institutions received significantly higher average grades, and were more likely to persist for a second year and to obtain a bachelor's degree. In general, the attainment of black students was higher in black colleges that were privately-controlled, smaller, less vocational, more cohesive, and with low-SES students. Contact with faculty also seemed highly important for black students. Additional findings are discussed. (SW)

Givens, Beth
Pilot Moncat: Making Way for Montana's Union Catalog. A Report of the Interlibrary Loan Committee of the Montana State Library Commission.
Montana State Library, Helena.
PUB DATE- Jan 85
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Computer Output Microfilm; *Interlibrary Loans; Library Automation; *Library Cooperation; Library Networks; *Library Planning; Library Services; Library Statistics; Library Surveys; *Policy Formation; Public Libraries; Questionnaires; School Libraries; State Libraries; *Union Catalogs
IDENTIFIERS- Library Services and Construction Act; *Montana; Washington Library Network

A year-long study involving 29 libraries (11 public, 5 academic, 1 combined academic/public, 6 special, 1 combined public/school, and 5 school) was undertaken in FY 1984 to monitor the usage of an existing union catalog--the Washington Library Network Resource Directory--and determine what policies and protocols should be considered when preparing for usage of a statewide union catalog by Montana libraries. Of particular interest were the effects of a switch from the predominantly hierarchical approach of interlibrary loans (ILL) to direct access. The Washington Library Network Resource Directory (RD) which was used as a precursor to a Montana union catalog, Moncat, is a computer-generated microfiche catalog of the holdings records of participants in the Washington Library Network, including Montana libraries. This final report presents project findings in multiple areas including: general usage of the resource directory, ILL volume and workload, turnaround time, routing-in sequence and load leveling, lenders' responses to the Pilot Moncat Project, and ILL protocols and procedures. Recommendations are made in the following areas: training, building the union catalog, the first Moncat, related technology, protocols, network development, public awareness, considerations for the future, and summary of major findings and recommendations. Numerous tables and appendices supply supporting information. (THC)

ED 256 364 IR 051 106

Buschman, John

Research Libraries and Collection Development: Background, Methods, and Perspectives.

PUB DATE- 19 Oct 83

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Libraries; Background; *Faculty; Higher Education; *Librarians; Library Administration; *Library Collection Development; *Library Material Selection; *Library Planning; Position Papers; *Research Libraries

This examination of the past and present states of collection development in the research library covers background information, theories, and associated problems. A historical review of methods that have been and are currently being used for collection development includes discussions of the changes imposed by World War II on the practice of university faculty guiding collection development; the shifting of research patterns from traditional academic and retrospective research to use of very current information and scholarship with practical utility; problems resulting from federal funding cutbacks in the 1970s and the escalating price of library materials (especially in the heavily funded research areas of science and engineering); important factors for librarians--who are now primarily responsible for collection development--to consider in formulating a collection development policy; the development of library networks; the current question of library versus faculty-controlled selection; and possible solutions to the problems of library-controlled collection development. A 13-item bibliography is included. (THC)

ED 256 059 EA 017 684

Meister, Gail R.

Successful Integration of Microcomputers in an Elementary School.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-84-A13
PUB DATE- May 84
NOTE- 31p.
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Curriculum Development; Educational Policy; Educational Technology; Elementary Education; Inservice Teacher Education; *Microcomputers; Program Administration; *Program Development; *Program Implementation; School Support
IDENTIFIERS- Computer Integrated Instruction; South San Francisco Unified School District CA

Microcomputers are already in a majority of American schools, but little is known about their integration into the school curriculum. This study examines the features of an elementary school--Skyline School in the South San Francisco Unified School District (California)--that have contributed to the successful integration of computers in its curriculum. Because implementation of computers must be seen both as an educational innovation and as a distinct educational technology, their successful integration in the curriculum requires unique site, district, and regional supports. Other features conducive to the success of the program have been a favorable school climate, ongoing teacher training, and active promotion by the principal. The analysis concludes with district and regional policy implications of this example, including issues such as hardware and software acquisition and adequacy, articulation of the curriculum, and provision of training, maintenance, and ongoing help. An appendix provides a methodological note on the case study. References are included. (Author/TE)

ED 256 118 EC 172 518

Weisberg, Phyllis G.
Teaching Spelling to the Learning Disabled Using Traditional and Remedial Approaches: A Workshop.
PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Learning Disabilities; *Spelling; *Spelling Instruction; Teaching Methods

The paper reviews the history in the United States of spelling instruction, noting the multisensory approach advocated in Colonial times, the advent of the whole-word method in the 1840's, and more recent controversies, such as the one engendered by the generalization approach. Factors involved in spelling disabilities are cited. Analysis of current spelling performance for Individualized Education Programs focuses on four skills: (1) readiness for formal spelling instruction, (2) general spelling level, (3) types of spelling errors, and (4) abilities to proofread, use phonics, and use the dictionary. Intervention methods supported by the research are cited, including the test-study-test method, self-correction, and spelling games. Additional suggestions for helping students with their spelling include weekly instruction, peer tutors, and parent involvement. A five-page bibliography is included. (CL)

Boucher, Anne-Marie

Les attentes des parents des comites d'ecole de la region de Montreal quant au role et a la place des langues non maternelles a l'ecole polyvalente (The Expectations of the Parents on the School Committees in the Montreal Region as to the Role and Place of Non-Native Languages in the Multipurpose Secondary Schools).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ICRB-B-143; ISBN-2-89219-152-1
PUB DATE- 85
NOTE- 130p.
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; Educational Demand; Educational Objectives; Foreign Countries; *Language Attitudes; *Parent Attitudes; *Parent School Relationship; Secondary Education; *Secondary Schools; *Second Language Instruction
IDENTIFIERS- *Quebec (Montreal)

A study of parental expectations and attitudes toward non-native language instruction in the public schools in the Montreal (Quebec) region focused specifically on the parents involved in parent-school liaison organizations related to the "polyvalentes", or nontraditional, broad-spectrum secondary schools. Two objectives were to learn (1) whether the parents were up to date on the issues, decisions, and directions taken by the administration with regard to language instruction, and (2) whether the parents' ideas were the same across subregions, age, sex, educational levels, and native language groups. A survey of the parent committee members revealed that they preferred instruction in English as a second language to be mandatory and undertaken at the secondary level, with instruction in other languages elective and with only one other language offered. Classical languages were not desired. Variation in responses was found to be linked first to educational level attained, second to sex, and third, although weakly, to age. In general, parental agreement with the administration about the role of second language instruction was found, but less agreement was found on specific languages to be taught. (MSE)

ED 256 179 FL 015 006

Selinker, Larry; Gass, Susan
Workbook in Second Language Acquisition and Teacher's Manual for Workbook in Second Language Acquisition.
REPORT NO.- ISBN-0-88377-293-0; ISBN-0-88377-435-6
PUB DATE- 85
NOTE- 118p.
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 (Workbook $9.95, $7.45 prepaid; teacher's manual $3.95, $2.92 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Analysis; *Data Interpretation; Instructional Materials; *Language Research; *Persuasive Discourse; *Research Methodology; *Research Skills; Second Language Instruction; *Second Language Learning; Workbooks

This workbook with teacher's guide provides "hand-ons" experience for second language (L2) acquisition researchers in analyzing second language data. The sample data is organized into language categories including morphology, lexicon, phonology, syntax/semantics, spoken and written discourse, foreigner talk discourse, specific purpose acquisition, and a final section on methodology and research design. In each section, various types of data are presented along with information on the source of the data, educational level of the students (high school or college), and the native and target language of the speaker. The teacher's manual provides material to supplement the text's series of 64 research questions in 8 problem sequences, ordered in such a way as to take students from the data to an analysis step by step (or in some cases, to approach the data from different perspectives), and is intended as a guide to issues and discussion of techniques. It is also intended that the limited data presented in each problem will enable L2 acquisition students to consider what might be confirming or disconfirming evidence for the specific hypotheses created in each case. (MSE)

ED 256 193 HE 018 227

Feasibility of a State-Funded Work-Study Program. A Staff Report to the California Postsecondary Education Commission. Commission Report 84-22.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Eligibility; Employers; *Federal Programs; Financial Policy; Postsecondary Education; Private Colleges; *Resource Allocation; School Business Relationship; State Colleges; *State Programs; Statewide Planning; *Student Financial Aid; *Work Study Programs
IDENTIFIERS- *California; College Work Study Program; Public Colleges

The need for and possible effects of a state-funded work-study program for students in California colleges and universities in a comprehensive system of student financial aid were assessed. After considering current levels of funding for all financial aid programs in California, attention is focused on the specific needs that could be addressed by a state-funded work-study program. For the California public and private sectors, information is provided on participation in the federally authorized College Work-Study program for 1979-1980 and 1983-1984, with attention to funding levels, number of awards, and number of participating institutions. Participation by sector in the job location and development component of the College Work-Study program, and utilization rates of program funds are also reported. The range of options available within work-study programs and the policy issues associated with each option are also discussed, including administrative structure and state-level regulation and evaluation. For the federal program and those of 11 states, information is provided on the eligibility of different classifications of students, institutions, and employers. (SW)

ED 256 207 HE 018 241

Colorado Handbook for State-Funded Student Assistance Programs. Revised.

Colorado Commission on Higher Education, Denver.

PUB DATE- Jul 84
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Policy; Budgets; Eligibility; Fellowships; *Financial Aid Applicants; *Financial Policy; Government School Relationship; Grants; Guidelines; Higher Education; Money Management; Public Policy; Recordkeeping; *Records (Forms); Scholarships; School Accounting; *State Aid; State Boards of Education; State Legislation; *Student Financial Aid; Tuition; Veterans; Work Study Programs
IDENTIFIERS- *Colorado

Policies and procedures established by the Colorado Commission on Higher Education for the use of state-funded student assistance are presented. Annual budget ranges, sample forms, and instructions are included. In addition to providing definitions and general policy information, the guidelines cover fund application and allocation; accounting, recordkeeping, and reporting; financial and management assistance; and current state student aid legislation. The following programs are covered: Colorado Student Incentive Grant Program, Colorado Student Grant Program, Colorado Work-Study Program, graduate grant and fellowship programs, undergraduate merit award program, loan matching, dependents' tuition assistance, outreach tuition grant, National Guard tuition assistance, and veterans tuition assistance program. In addition to forms for each program, forms are included for: residency criteria, institutional application to participate in state programs, consortium procedures for financial aid, students' estimation of expenses and resources for award period, budget adjustment procedures for nonpublic colleges, institutional fiscal operations report, and report of expenditures and request for funds. A subject index is included. (SW)

ED 256 235 HE 018 270

Graduate Education in California: Trends and Issues. Commission Report 85-2.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 21 Jan 85
NOTE- 137p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Doctoral Degrees; Education Majors; *Enrollment Trends; Ethnic Groups; Females; Foreign Students; *Graduate Study; *Majors (Students); *Masters Degrees; Minority Groups; Postsecondary Education; Private Colleges; Public Policy; *State Universities
IDENTIFIERS- *California; California State University; University of California

Comparative data on California graduate school enrollments and degrees for 1977-78 and 1981-82 are presented, and issues in graduate education that have state policy implications are discussed. Although some data for California private institutions are provided, attention is focused on academic master's and doctor's degrees, rather than first professional degrees, at California State University and University of California. The growth of the doctoral and master's degrees nationally is also briefly considered, along with graduate school enrollments/degrees by study field for ethnic minorities, foreign students, and women. Findings include the following: foreign language programs experienced consistent and broad-scale enrollment losses; computer science programs experienced the most consistent increases; graduate programs in English on six California State University campuses lost more than one-third of their enrollments since 1978; among the natural science disciplines, only programs in biology showed appreciable losses; degrees in education represented one-third of all graduate degrees conferred by California State University; and business administration enrollments at the University of California increased 95 percent in the past 5 years. (SW)

ED 256 278 HE 018 346

Gill, Wanda E.

Stress on the College Campus.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; Change Strategies; Checklists; *College Students; *Coping; Exercise; Higher Education; Psychological Patterns; Questionnaires; Rating Scales; Relaxation Training; Stress Management; *Stress Variables; *Student Adjustment; Well Being

A Stress Test designed to help college students increase awareness of stress and ways they deal with it is presented, along with suggestions to reduce stress. The stress test was presented at a workshop by George Washington University graduate students. The test's four scales measure ways that students cope with stress and the student's vulnerability to: stress from being frustrated or inhibited; having too much to do; and the presence of compulsive, time urgent, and excessively aggressive behavioral traits. The test involves a point system that gives respondents an idea of stress levels and the relative desirability of their coping strategies. The use of biodots, relaxation, and exercise to reduce stress is also briefly discussed. Biodots are dots connected to electrodes and finger tips to show stress level based on color codes. The student can be trained to relax and can watch the biodots change color and learn to monitor the body's signals of stress. Students can also learn to relax through muscle tightening and relaxation exercise, as well as by walking, swimming, and other exercise. (SW)

Riccobono, John A.
School Utilization Study: Availability, Use, and Support of Instructional Media. 1982-83 Final Report.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-097-2
PUB DATE- 85
NOTE- 96p.; For the Executive Summary of this report, see ED 248 832.
AVAILABLE FROM- Corporation for Public Broadcasting, 1111 Sixteenth Street, NW, Washington, DC 20036 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Audio Equipment; *Audiovisual Aids; *Computers; *Educational Radio; *Educational Television; Elementary Secondary Education; National Surveys; School Surveys; Teachers; Television Viewing; *Use Studies; Video Equipment
IDENTIFIERS- Computer Users; *Computer Uses in Education

This summary of the 1982-83 School Utilization Study updates and extends the results of a 1976-77 study of school utilization of instructional television and examines changes in instructional television availability and use patterns between 1977 and 1983. The study reported surveyed 619 school superintendents, 1,350 principals, and 2,700 teachers about in-school instructional applications of programming and equipment in the areas of audio/radio, instructional television, computers, and other media. Following an introduction and overall summary of the major findings, the availability of instructional media is considered in more detail. An analysis of instructional media use is drawn primarily from teacher questionnaire responses. Data on support for instructional media are reported, including financial support, support personnel, and district and school policy. Included are 121 data tables and technical appendices containing a summary of the study design and procedures, copies of the 1983 survey instrument, a discussion of the study reliability, supporting tables for reported results, and a list of study advisory committee members. (LMM)

Becker, Ann
Reader Theories, Cognitive Theories and Educational Media Research.
PUB DATE- Jan 85
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; *Epistemology; Learning Processes; *Models; Psychiatry; Psychological Studies; *Reader Response; Reading Processes; *Research Methodology
IDENTIFIERS- *Structuralism

This paper is the introduction to an inquiry into the relationship of post-structural reader theories to cognitive theories in the study of educational media. Basic concepts in reader and cognitive theories are defined, including the notions of "meaning" and "learners." Similarities and differences in the theories are described. It is suggested that a cognitive paradigm applies psychoanalytic theories to explain learning and brain functions where the brain is considered as a unit, while structural and post-structural theories focus on the viewer as a member of a social group both historically and at a moment in time. Assumptions underlying both of these theories are examined, and implications for handling social and psychological research issues in educational technology are considered. It is suggested that structuralism, which focuses on human acts or behaviors that involve cultural construction in the same way that speech acts involve sentences, provides a framework for organizing and orienting any study concerned with the production and perception of meaning. Thirteen references are listed. (LMM)

ED 256 320 IR 011 640

Hortin, John A.
Using Imagery Training to Solve Puzzles.
PUB DATE- Jan 85
NOTE- 6p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Imagery; *Problem Solving; *Puzzles; *Skill Development; *Transfer of Training; Verbal Stimuli; *Visualization; Visual Stimuli

Two studies were conducted to train students to use imagery in their learning and to investigate whether such training would transfer to solving visual puzzles and verbal problems. In the first study, with 78 graduate students, 29 experimental-group subjects were given a lecture and slide presentation designed to teach about imagery. Both the experimental and control groups were given a visual-puzzles test, which had been compiled from various puzzle books, to measure their ability to solve visual puzzles. Results showed that imagery training does facilitate transfer to solving visual puzzles. In the second study, with 133 graduate student volunteers, 79 subjects in the treatment group again received a lecture and slide presentation on imagery training. The treatment and control groups were administered the Visual Thinking for Verbal Problems Test, an eight-item test, to measure their ability to solve verbal problems using imagery techniques. Results indicated that if subjects are given imagery training, they will be able to use imagery for solving verbal problems. Seven references are listed. (LMM)

ED 256 335 IR 011 655

Shrock, Sharon A.; And Others

Examining the Effects of the Microcomputer on a Real World Class: A Naturalistic Study.

PUB DATE- Jan 85

NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Computer Software; Grade 2; Grade 3; *Interaction; *Microcomputers; Observation; Primary Education; *Sex Differences; *Student Attitudes; *Teacher Role; Videotape Recordings

IDENTIFIERS- Naturalistic Research

The effects of introducing a microcomputer into an elementary-school classroom were studied using a naturalistic paradigm. Initial questions investigated the impact of the microcomputer on children's behavior, interactions, and responses to available software; and on the teacher's role. Data were fathered through: weekly observation for 4 months; a 14-hour videotape recording of children using the microcomputer; a student questionnaire about preferences for alternative instructional media, microcomputer software, and partners when working on varied tasks; and interviews. Subjects were 12 students, ages 7 to 9, in a combined second and third grade classroom in a private elementary school in a small rural community in Southern Illinois. Themes emerged regarding differences in enthusiasm for the computer, sex differences, and age differences: (1) girls and boys alike expressed favorable attitudes toward the microcomputer, but boys were more interested in getting the machine to perform different functions; (2) among the older children, frequency of interaction surrounding the computer decreased during the study; (3) technical and logistical problems were frequent; and (4) introduction of the microcomputer placed many additional demands on the teacher. Thirteen references are listed. (LMM)

ED 256 407 JC 850 182

Spero, Abby

In America and in Need: Immigrant, Refugee, and Entrant Women.

American Association of Community and Junior Colleges, Washington, D.C.

SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Jan 85
NOTE- 189p.
CONTRACT- J-9-M-4-0065
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Cubans; Educational Needs; Employment Programs; *Females; Foreign Workers; *Haitians; *Immigrants; *Indochinese; Job Training; Labor Force; Labor Problems; *Latin Americans; Legal Problems; Migration Patterns; Population Trends; Refugees; Undocumented Immigrants

This report presents analysis, findings, and recommendations from a study of certain members of the "new wave" immigrant population, specifically Southeast Asian women, Haitian women, and Hispanic women. After an executive summary of the study's objectives, background, and findings, the two phases of the project are described: (1) the collection and analysis of the available data to produce a population profile of the groups; and (2) the holding of dialogues between service providers and members of the immigrant groups. The dialogues, which were held in communities with high concentrations of the new wave populations, centered on the identification of specific problems and concrete solutions. Chapters 1 to 3, which discuss Southeast Asian refugees, Cuban and Haitian entrants, and Hispanic immigrants, include gross population profiles, selected demographic and socio-economic characteristics, labor force and economic characteristics, utilization of social support services, and specific problems encountered by the immigrant groups. These chapters provide selected essays on particular problems facing the immigrant groups and sub-populations. Chapter 4 discusses programs and policies related to helping new wave women enter the workforce. Chapter 5 presents major report recommendations in the areas of providing training programs; improving Job Training Partnership Act programs; providing child care and transportation; improving the collection of data; planning with diversity in mind; expanding mental health services; creating housing; improving the nature and delivery of welfare benefits; clarifying the legal status of entrants; and reconsidering the plight of undocumented Hispanic women. Appendices include data sources and information on the legal status of newcomers. (HB)

ED 256 421 JC 850 197

Morris, Cathy
Retention Rate Related to Choice of First Term Coursework. Research Report No. 82-39.
Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Dec 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Courses; *Enrollment Influences; Full Time Students; Part Time Students; Remedial Instruction; Two Year Colleges; *Two Year College Students

A study was conducted at Miami-Dade Community College to determine whether a student's choice of first-term courses related to subsequent retention. The database used for the study was the Basic Skills Validity Studies file, which contains records on all first-time-in-college students tested during the fall 1980-81 term, including information on the developmental and core courses taken by the students and the total credits carried during the term. Study findings indicated that taking extra coursework beyond developmental and core courses during the first term improved student retention. For students with low basic skills levels, optimal retention occurred when a mix of core, developmental, and extra coursework was taken. Students who chose to take only developmental courses had quite low retention rates, as did students who chose to take only non-developmental/non-core courses. While the retention rate for part-time students was generally much lower than that for full-time students, in every case the selection of an extra course during the first term improved retention. (AYC)

ED 256 030 EA 017 654

Kauchak, Don
Career Ladders in Utah: An Initial Analysis.
PUB DATE- 6 Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the North Rocky Mountain Educational Research Association (Jackson Hole, WY, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *Educational Legislation; Merit Pay; *Policy Formation; *Program Design; *Public School Teachers; *School District Autonomy; Teacher Evaluation; Teacher Promotion; Teacher Salaries
IDENTIFIERS- Excellence in Education; Nation at Risk (A); *Utah State Office of Education

Utah's teacher career ladder program, adopted in January 1984, differs from other states' programs in its decentralized approach. Accordingly, school districts have developed widely varying incentives, allocations of responsibilities, pay scales, and teacher evaluation procedures. Various calls for career ladders culminated in 1983 with a state-sponsored reform proposal that recommended a statewide four-step career ladder with salary increases for upper-level teachers. The final legislation, however, appropriated $15.3 million for a voluntary program that allowed districts to create their own plans and to allocate 50 percent of their program funds to increase all teachers' contract days. Besides this requirement and the stipulations that advancement be based on "effective performance" and that districts' plans result from broad-based decisions and be subject to periodic review, few restrictions were placed on districts. To meet a May 15 deadline for submitting plans to the State Office of Education, most districts formed a single planning committee consisting of teachers, parents, administrators and school board members. Most of the plans incorporated extended contract days for all teachers and advancement based more on job enlargement than performance; inadequate teacher evaluation methods probably account for these characteristics. References are included. (MCG)

ED 256 045 EA 017 670

Cuthbert, Alexander M.

A Case Study of Policy-Induced Staff Development in a Local School District.

PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diffusion (Communication); *Educational Policy; Elementary Secondary Education; Government School Relationship; *Information Dissemination; Organizational Change; Organizational Climate; *Organizational Communication; *Path Analysis; *Program Implementation; School Policy; Staff Development
IDENTIFIERS- Domain Analysis

Educational policy research has yet to account for the movement and manifestations of federal and state policies in local school districts. In an effort to describe and explain major consequences of policy, this study examines the policy ingression process (the movement of policy in the form of statute and regulation from the district superintendent's desk to the teachers' classrooms). Using a case study approach, the path of policy is backward mapped from staff development activities undertaken in response to specific policy initiatives. This process reveals how policy flows, becomes manifest, and ultimately influences classroom practices. Two pages of references are included. (Author/TE)

ED 256 073 EA 017 707

Campbell, Karen Anne
Standards of Excellence.
PUB DATE- Mar 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985). For related documents, see EA 017 664 and EA 017 706-708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Change Strategies; *Educational Assessment; *Educational Improvement; Educational Innovation; Educational Objectives; Elementary Education; Formative Evaluation; Mastery Learning; Participative Decision Making; *Program Implementation; School Community Relationship; Staff Development; Teacher Administrator Relationship; *Teacher Response
IDENTIFIERS- Denver Public Schools CO; *Excellence in Education; *Standards of Excellence CO

This speech presents a teacher's account of the implementation of the Standards of Excellence Program in a Denver, Colorado, elementary school. Eight questions from the assessment instrument are cited that prompted the staff to reevaluate the educational program. Results of the assessment were analyzed by a committee, and objectives were set by consensus. Data analysis was used for the selection of appropriate teaching levels and materials, and school-wide norms were established. Other efforts to assimilate Standards of Excellence into the school program included (1) improved curricular congruence of spelling instruction; (2) direct instruction with specific objectives; (3) school-wide activities to enhance the academic program; (4) discussion, in faculty meetings, of current literature, teaching techniques, and district-wide issues; (5) team teaching; (6) renewed emphasis on homework; (7) special help for low-scoring students and high expectations for all; (8) emphasis in staff training on affective needs of students; and (9) a collaborative committee, consisting of teachers, parents, and citizens, to oversee school affairs. The success of the Standardss of Excellence Program resulted primarily from its emphasis on sharing of data and on staff participation in setting goals and implementing the plan. (TE)

ED 256 103 EC 172 501

Chinn, Philip C., Ed.
Education of Culturally and Linguistically Different Exceptional Children.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-152-8
PUB DATE- 84
NOTE- 131p.; For individual chapters, see EC 172 502-506.
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. P292, $8.00 nonmember; $6.80 member).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Development; *Cultural Differences; Curriculum Development; *Demography; *Disabilities; Elementary Secondary Education; Incidence; Language Acquisition; Limited English Speaking; *Student Evaluation; *Teacher Education; Testing Problems

Five papers address factors in the education of children with cultural or linguistic differences. N. Dew documents the prevalence of exceptional bilingual children, analyzes trends, and recommends future data collection and monitoring efforts in "The Exceptional Bilingual Child: Demography." E. Vasquez Nutall et al present "A Critical Look at Testing and Evaluation from a Cross-Cultural Perspective," in which attempts to eliminate or reduce test bias are reviewed and alternatives to cross-cultural approaches are offered. R. Rueda summarizes ongoing research in "Cognitive Development and Learning in Mildly Handicapped Bilingual Children," noting work in the relationship between language and cognition in such children and in the acquisition of literacy by them. In "Language and Curriculum Development for Exceptional Bilingual Children," A. Ortiz reviews literature which holds promise in developing practice and policy. L. Baca concludes with a history of past and a summary of current teacher training programs in the field. (CL)

ED 256 134 EC 172 535

Winikur, David; And Others
Project to Study the Effectiveness of Alternative Special Education Service Delivery Systems. A Progress Report.
New Jersey State Dept. of Education, Trenton. Bureau of Special Education and Pupil Personnel Services.
PUB DATE- Jan 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; *Program Effectiveness; School Districts; *Special Education; State Programs
IDENTIFIERS- *New Jersey

The report describes progress in a collaborative review of the current New Jersey system for delivering special education programs and services, with particular emphasis on concerns about labeling practices, the efficacy of programs, use of personnel, and the funding system. Brief summaries of 10 school districts designated as demonstration site districts during the 1981-82 year explain varying approaches to implementing alternative delivery systems. The five phases of the project are: review of professional literature; State Education Agency organizational framework; demonstration projects; dissemination/outreach efforts; and project policy formation which involved the formation of a Special Education Study Commission and Subcommittees on program options, training, funding, and child study teams. Future plans for the project are listed. (CL)

ED 256 264 HE 018 329

Corak, Kitty
Attraction and Retention of Students at the University of Montana.
Montana Univ., Missoula. Office of Advising & Retention.
PUB DATE- Aug 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Age Groups; *College Freshmen; College Transfer Students; Comparative Analysis; *Dropout Attitudes; *Enrollment Influences; Higher Education; Institutional Research; Questionnaires; State Universities; *Student Attrition; Student Characteristics; Student College Relationship
IDENTIFIERS- *University of Montana

Reasons that students enter or leave the University of Montana (UM) were studied in fall 1983. Consideration was given to first-term freshmen of traditional age, slightly older students (under age 25), transfer students, dropouts, and students who persisted at the university for 1 academic year. In study phase 1, attention was directed to characteristics of freshmen, their perceptions of the university, and enrollment influences. Phase 2, which was aimed at students in the original sample who had left the university, investigated reasons for leaving and what dropouts selected as alternatives to the university. Finally, the third phase studied persisters' attitudes in order to provide a comparison control group. Information is included on demograhic characteristics of students, living arrangements, employment status, grade point average, students' perceptions of their academic potential, students' positive and negative experiences at UM, attitudes toward advising, impressions of campus offices, sense of involvement with UM, and persisters' future plans and attitudes toward UM. Differences between persisters and leavers are tabulated. A description of the study methodology and questionnaires for and enrollment phases 1, 2, and 3 are provided. (SW)

ED 256 365 IR 051 107

Mitchell, Thornton W.

The State Library and Library Development in North Carolina.

North Carolina State Dept. of Cultural Resources, Raleigh. Div. of State Library.

REPORT NO.- ISBN-0-86526-200-4
PUB DATE- 83
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Development; Federal Aid; *Financial Support; History; Library Cooperation; Library Facilities; *Library Planning; Library Research; *Library Role; *Library Services; *Public Libraries; School Libraries; Special Libraries; State Aid; State Libraries
IDENTIFIERS- Library Services and Construction Act; *North Carolina

This study develops a chronological summary of the relationship between the development of library service in North Carolina--particularly public library service--and the State Library and the North Carolina Library Commission. The study was the first step in a long-range planning enterprise (to the year 2000) which encompasses not only traditional programs and activities but also the library's potential for improving service via expanded cooperation among the state's public, academic, school, and special libraries. The report is presented in seven sections: (1) The First Two Hundred Years; (2) Formation and Early Development of the Commission; (3) The Great Depression, WPA, and State Aid; (4) The State of Libraries and State Aid; (5) Federal Aid and the Allocation of State Aid; (6) Proposals for the Future; and (7) Conclusions. An epilogue by Director and State Librarian David N. McKay brings the history up to date and provides a summation with sections on: Programs, Services, Projects; Publications; Legislative Initiatives; New Library Organizations; State Aid to Public Libraries; Federal Programs; and Priorities. Appendices include tables showing State-Aid Appropriations and Federal-Aid Allotments, 1941-1979, Public Library Construction Projects with Federal Funding, and State Construction Grants, and a list of directors and members of the North Carolina Library Commission. A six-page bibliography and index are included. (THC)

ED 256 379 JC 850 119

Krasno, Richard

The Contributions of the Community Colleges to International Education.

PUB DATE- 12 Feb 85
NOTE- 23p.; Speech delivered to the Annual Conference on International Education (8th, Lake Buena Vista, FL, February 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Community Colleges; Educational Needs; Educational Trends; *Foreign Students; *International Studies; Multicultural Education; Two Year Colleges

As community colleges increasingly move to internationalize their curricula, to accommodate more foreign students in their classrooms, and to engage in technical assistance projects in other countries, they will find themselves at the very center of major issues in the field of international education. One of the most urgent of these issues is the preparation of Americans to function in an interdependent world. America's effectiveness in international business, in foreign policy, in the management of domestic issues with international implications, and in numerous other areas is largely dependent upon an internationally aware citizenry. Community colleges can make a special contribution stemming from their strong commitment to linking academic studies with the world outside the classroom, their flexible and innovative approach to educational problems, and their philosophy of lifelong learning. Another issue in international education is meeting the educational needs of foreign students on U.S. campuses. Currently, U.S. two-year colleges enroll approximately 40,000 foreign students, and 91% of these students are from developing countries. With a foreign student population of this nature, community colleges have a key role to play in helping all U.S. schools think through the complex tasks of educating foreign students, determining appropriate numbers of foreign enrollments, ensuring that foreign students are well integrated in campus and community life, making certain that the curriculum is relevant to student needs, and ensuring that appropriate continuing education and lifelong learning opportunities exist for foreign students who have returned to their own countries. In these and other ways community colleges can contribute significantly to the strengthening of the entire international education enterprise. (AYC)

ED 256 393 JC 850 168

Weintraub, Jeffrey I.
A Follow-Up Study of LaGuardia Community College's 1973-1977 Graduates.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 80
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Cooperative Education; Education Work Relationship; *Employment Patterns; Followup Studies; Occupational Information; Outcomes of Education; Salaries; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

A follow-up study of the graduates of LaGuardia Community College (LCC) classes of 1973 through 1977 was conducted to analyze the salary levels, rates of salary gain over time, employment levels, promotional opportunities, job stability, career paths, and additional education attained by LCC graduates who entered the labor market, continued their education, or did both after completing LaGuardia's two-year cooperative education curriculum. Based on a previous study, 2090 of the 3000 students receiving awards between 1973 and 1977 were deemed reachable. Of the reachable students, 27.1% (N=567) responded to a survey requesting employment data. Study highlights included the following: (1) in 1980, 1973 graduates were earning an average salary of $14,174; 1974 graduates earned $13,615; 1975 graduates earned $13,970; 1976 graduates earned $13,176; and 1977 graduates earned $12,741 on the average; (2) data processing graduates reported the highest salary gains, while occpuational therapy graduates reported the lowest salary gains; (3) 66.1% of the graduates continued their education, and of those, 53.8% earned a bachelor's degree or higher; and (4) 55.5% of the employed graduates have remained with their first employer. (AYC)

ED 256 088 EC 172 086

Stephens, Robin; Baley, Patrick
Employability Support Network of Disabled Youth: Using Role Models as Agents of Change.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Employment Potential; Group Discussion; Program Descriptions; *Role Models; Secondary Education; *Social Support Groups; *Youth
IDENTIFIERS- *Employability Support Network of Disabled Youth; Oregon (Portland)

The Employability Support Network of Disabled Youth is a 3-year model program housed at the Child Development and Rehabilitation Center of the Oregon Health Sciences University (Portland). The network is designed to set up support groups featuring as a role model a person with a disability. Specifically, the model sets up a project which (1) creates an advisory council to identify priorities, make community contacts and advise staff; (2) adapts and develops material and curricula; (3) trains facilitators to establish and conduct support groups; (4) establishes groups and a network and provides technical assistance to facilitators; (5) conducts a series of workshops in employability skills; and (6) provides technical assistance and disseminates useful information to schools, agencies, and interested persons. Currently, the network is composed of 10 groups which function as a safe place for disabled youth to discuss topics concerning themselves, their disabilities, work skills, and individual potential. Facilitator pairs include a professional service provider and an adult with a disability who acts as a role model. Careful selection and training of co-facilitators are essential to the program, as is recruitment of appropriate youth for the groups. A chronology of project activities for the first year is appended. A hand-out sheet is included, dealing with the what, who, why, how, where, and when of the network. (CL)

ED 256 151 FL 014 476

French Immersion and School Boards: Issues and Effects.

Canadian Education Association, Toronto (Ontario).

REPORT NO.- ISBN-0-919078-85-0
PUB DATE- 83
NOTE- 44p.
AVAILABLE FROM- Canadian Education Association, 252 Bloor St. West, Suite 8-200, Toronto, Ontario, Canada M5S 1V5 ($4.00; 10% discount on orders of over 25 copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; *Boards of Education; Budgeting; Educational Quality; Elementary Secondary Education; FLES; Foreign Countries; *French; *Immersion Programs; National Surveys; Professional Associations; *Program Design; Program Development; Program Effectiveness; *Second Language Instruction
IDENTIFIERS- *Canada

Results of a February 1983 survey of 96 Canadian school boards concerning French immersion instruction enrollments and program administration are presented. The survey revealed that 69 boards offered French immersion instruction (61 had early immersion, with an elementary level program in every province), 14 offered bilingual education, 23 offered an extended program, and 87 offered a core curriculum. Most immersion programs have been introduced in the last few years. The report outlines and discusses the experiences of the school boards in starting an immersion program, program enrollment patterns and numbers, considerations of program location and transportation, the effects of immersion on schools and classes and on the school board staff and budget, and instructional quality issues. A selected bibliography and a list of the school boards participating in the study are included. (MSE)

ED 256 221 HE 018 256

Bowker, Lee H.; And Others
The Administration of the Liberal Arts in American Colleges and Universities.
Indiana Univ. of Pennsylvania. Graduate School.
PUB DATE- Feb 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Deans; Administrator Attitudes; Administrator Responsibility; College Instruction; College Programs; Faculty Evaluation; Higher Education; Job Satisfaction; *Liberal Arts; National Surveys; *Program Administration; Program Evaluation; Research Projects; *Resource Allocation

A national study of liberal arts academic officers and institutional support of excellence in liberal arts teaching and research was conducted in 1984. Usable questionnaire responses were received from 371 of 738 chief liberal arts academic officers, representing church-related colleges, private colleges, and state colleges. The officers had worked in their current positions for an average of just under 5 years. They held 46 different titles that could be classified as follows: 43 percent were liberal arts deans, 14 percent were arts and sciences deans, and 40 percent were vice-presidents (including provosts). Information is also provided on the administrators' doctoral degree disciplines, self-assessment of their career success, occupational plans, degree of job security, job responsibilities, sources of job satisfaction and frustration, the frequency of department or program evaluation, factors important in the assessment of programs, support categories most and least likely to receive good or excellent funding, the major emphases in the professional activity of liberal arts faculty; and factors that might affect tenure decisions and merit salary increases. (SW)

ED 256 250 HE 018 314

The Financial Position of Universities in Ontario: Some Relevant Data. Report 85-3.
Council of Ontario Universities, Toronto. Research Div.
REPORT NO.- ISBN-0-88799-196-3
PUB DATE- Apr 85
NOTE- 73p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Cost Indexes; *Educational Finance; Employment Patterns; Expenditures; *Fiscal Capacity; Foreign Countries; *Higher Education; Income; *Operating Expenses; Tax Effort; Teacher Salaries
IDENTIFIERS- Canada; *Ontario

Data on the evolution of university financing in Ontario, Canada, are provided. Statistical tables cover: Ontario universities' share of provincial budgetary expenditures, 1972-1984; interprovincial comparisons of operating grants to universities for full-time equivalent students, 1974-1984; provincial operating grants for universities per $1,000 of provincial personal income; percentage increases in net total operating grants by province, 1974-1985; estimated tax capacity, tax revenue, and tax effort, 1984-1985; estimated gross general provincial government revenue per capita and as a percentage of Gross Domestic Product and provincial personal income, 1983-1984; capital expenditures, liquid reserves, and borrowings in Ontario, 1972-1984; Canadian unemployment and participation rates by educational attainment; cost of salaries and wages and benefits to the Ontario government and universities; a comparison of benefit costs; an index of expenditure on library acquisitions; and total equipment purchases by fund. Appendices include: a 1984-1985 summary of the Report of the Committee on Enrolment Statistics and Projections; and an update of the Ontario University Non-Salary Price Index. (SW)

ED 256 046 EA 017 671

Fitzgerald, Nicholas B.; Hunt, Rodney K.
Cost-Effectiveness Predictors in Chapter 1 Programs: The Minnesota Example.
PUB DATE- Apr 85
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; *Compensatory Education; Consolidated Schools; *Cost Effectiveness; Elementary Secondary Education; *Federal Programs; Government School Relationship; Mathematics Instruction; *Program Effectiveness; Reading Instruction; Regression (Statistics); Resource Allocation; School District Reorganization; School District Size
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Reductions in the funding of compensatory education along with observed discrepancies in per-pupil cost among equally effective schools created a compelling case for the study of the determinants of cost-effective Chapter 1 programs in the state of Minnesota. Cost-effectiveness (CE) indexes for Chapter 1 reading and math services reflected a ratio between a district's weighted mean normal curve equivalent gain and the average per-pupil cost. A random sample of 141 Chapter 1 programs participated in the study with a database consisting of a merged file of fiscal and classroom variables. Multiple regression analysis was used in a cross-validation design to develop CE models predictive of Chapter 1 reading and math programs. The final set of predictors was conceived as two composites: the first set largely under the control of state education agency administrators and the second under local education agency program managers. The first composite is a district size effect: Chapter 1 projects in larger districts are more cost-effective than those in smaller districts. The primary implication of this finding points to the need to consolidate smaller Chapter 1 projects into larger districts. The second composite shows cost-effective practices and policies found in larger Chapter 1 projects. These include teacher aide programs, shorter time blocks for math instruction, and an emphasis on small group, inclass instruction. Five technical appendixes are included: expanded regression models, regression summary tables, correlation matrix, T-test tables, and cross-validation tables. (Author/TE)

ED 256 060 EA 017 686

Wallace, Richard C., Jr.
The Superintendent of Education: Data Based Instructional Leadership.
Pittsburgh Univ., Pa. Learning Research and Development Center.

REPORT NO.- LRDC-1985-7
PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Administrator Role; *Educational Improvement; Educational Planning; *Educational Strategies; Elementary Secondary Education; *Information Utilization; Leadership Training; Needs Assessment; Personnel Evaluation; School Effectiveness; *Superintendents; Teacher Centers
IDENTIFIERS- Excellence in Education; *Instructional Leadership; Monitoring Achievement in Pittsburgh; *Pittsburgh School District PA; Pittsburghs Research Based Instr Supervisory Model; School Improvement Project (Pittsburgh)

This paper proposes "data driven educational leadership" as a key to meeting the challenges that face public education. Section I discusses the role of the educational leader, particularly the superintendent, in assessing the state of the school district, developing district goals, and fostering an instructional focus among school personnel. Section II, constituting the bulk of the paper, describes three educational improvement programs initiated by the author in his capacity as the superintendent of the Pittsburgh (Pennsylvania) Public Schools. (1) Monitoring Achievement in Pittsburgh (MAP)--intended to improve basic skills achievement--includes explicit learning objectives, frequent testing, and individual and class achievement profiles. (2) Pittsburgh's Research-based Instructional Supervisory Model (PRISM) incorporates personnel evaluation, leadership training, and a "model" secondary school used as a teacher improvement center. (3) The School Improvement Project (SIP) is intended to improve education in selected low-achieving schools and to develop a model for districtwide school improvement. Based on effective schools research, the program addresses instructional, administrative, and discriplinary problems. The booklet presents 10 considerations viewed as essential to effective leadership by the superintendent. A bibliography is appended. (MCG)

ED 256 119 EC 172 519

Kidder, Jean
Requesting Clarification: The Neglected Aspect of Listening.
PUB DATE- Feb 85
NOTE- 15p.; Paper presented at the Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comprehension; Elementary Education; *Learning Disabilities; *Questioning Techniques

Learning disabled children fail to ask for clarification when they do not understand a speaker's message. Failure is due to factors inherent in the children themselves, such as difficulty with question forms, inability to monitor comprehension, and fear as well as poor instructional techniques. Specific teaching strategies can help improve the ability to request clarification by increasing students' facility with question forms and focusing on referential communication tasks, especially in conjunction with modeling and purposefully giving ambiguous directions. In addition, students need opportunities for practice. (Author/CL)

ED 256 166 FL 014 982

St. Laurent, Gilles
Origine et evolution du bilinguisme judiciaire au Quebec (Origin and Evolution of Judicial Bilingualism in Quebec).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-140; ISBN-2-89219-148-3
PUB DATE- 85
NOTE- 87p.
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Bilingualism; Court Litigation; *Courts; English; Foreign Countries; French; Judges; Justice; Language Usage; *Official Languages; *Public Officials; *Public Policy
IDENTIFIERS- *Jurisprudence; *Quebec

The history and conditions of the use of English and French in the exercise of justice in Quebec are outlined in the context of the problems, sociopolitical realities, and procedural impact of language usage. The history is chronicled in six segments: 1760-1764, a period of British military government and political standoff between British and Canadians; 1764-1774, a period of adjustment and negotiation; 1774-1791, during which judicial chaos and conflict occurred; 1791-1840, the period following enactment of a constitutional law dividing the colony into two parts; 1840-1867, during efforts at reconciliation; and 1867 to the present. English- and French-language legal documents and commentaries are cited. (MSE)

ED 256 180 FL 015 007

Gass, Susan M., Ed.; Madden, Carolyn G., Ed.
Input in Second Language Acquisition.
REPORT NO.- ISBN-0-88377-284-1
PUB DATE- 85
NOTE- 473p.; A selection of papers originally presented at the University of Michigan Conference on Applied Linguistics (10th, Ann Arbor, MI, October 28-30, 1983).
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($21.95, $16.45 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; Communicative Competence (Languages); Conference Proceedings; Discourse Analysis; *Educational Environment; Elementary Secondary Education; Grammar; Higher Education; Interlanguage; Language Acquisition; Language Research; *Linguistic Theory; Native Speakers; Peer Relationship; Phonology; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Input Hypothesis (Languages)

This collection of conference papers includes: "When Does Teacher Talk Work as Input?"; "Cultural Input in Second Language Learning"; "Skilled Variation in a Kindergarten Teacher's Use of Foreigner Talk"; "Teacher-Pupil Interaction in Second Language Development"; "Foreigner Talk in the University Classroom"; "Input and Interaction in the Communicative Language Classroom: A Comparison of Teacher-Fronted and Group Activities"; "Children's Foreigner Talk: Peer Talk in Play Context"; "Task Variation and Nonnative/Nonnative Negotiation of Meaning"; "Is An 'Appropriate Response' Always So Appropriate?"; "Task Variation in Interlanguage Phonology"; "Phonological Aspects of Input in NS-NNS Interactions"; "Prosodic Domains in Foreigner Talk Discourse"; "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development"; "The Use of the Target Language in Context and Second Language Proficiency"; "Requests for Specific Language Input: Differences between Older and Younger Adult Language Learners"; "A Method for Examining the Input/Intake Distinction"; "Degree of Approximation: Nonnative Reactions to Native Speech Act Behavior"; "Grammars in Search of Input and Intake"; "If At First You 'Do' Succeed"; "The Role of Intake in the Determination of Learners' Competence"; "Input and Second Language Acquisition Theory"; "From Input to Intake: On Argumentation in Second Language Acquisition"; "Input: Choosing the Right Stuff"; "Some Input Considerations for Word Order in French L1 and L2 Acquisition"; and "State of the Art on Input in Second Language Acquisition." (MSE)

ED 256 194 HE 018 228

Social and Economic Trends: 1985-2000. Commission Report 84-30.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 84
NOTE- 52p.; This is the second paper in a series of background papers for the long range planning project, "A Prospectus for California Postsecondary Education, 1985-2000." For the first paper in this series, see ED 249 874.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Role; Conservation (Environment); *Economic Change; *Education Work Relationship; Employment Opportunities; Energy; Exports; *Futures (of Society); International Trade; Labor Force Development; *Postsecondary Education; School Business Relationship; *Social Change; Technological Advancement; *Trend Analysis
IDENTIFIERS- *California; United States

Major social and economic trends in American and California life that will affect California's colleges and universities during the next 15 years are identified. Characteristics of the information-based economy are examined, along with projections concerning the 40 fastest-growing jobs between 1982 and 1995. College and university research has provided the scientific bases for technological advancement and improvements in communications, transportation, and production. Attention is directed to: private funding of higher education, continued economic growth in the United States, the federal deficit, balancing imports and exports, increased conservation of resources, present and projected sources of energy, and demographic and social trends. Social trends in the country include increasingly open lifestyles, less permanent family associations, greater personal anxiety, and a desire for instant gratification. The effects of these trends and demographic changes on postsecondary education include greater vocationalism and corporate involvement, increased emphasis on business and technology, a de-emphasis on the liberal arts and humanities, the relative growth of the public sector, and a larger number of transient students taking part-time programs. (SW)

ED 256 208 HE 018 242

Hulsart, Richard

Source Book on Preparing for College Admissions Tests: ACT, SAT, PSAT.

Colorado Commission on Higher Education, Denver.
PUB DATE- Mar 83
NOTE- 109p.
AVAILABLE FROM- Colorado Department of Education, School Improvement Leadership Services Unit, 201 E. Colfax, Denver, CO 80203 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Aptitude Tests; Business; College Admission; College Bound Students; *College Entrance Examinations; Higher Education; *Information Needs; Nonprofit Organizations; Resource Materials; *Test Coaching; Test Format; Test Use; *Test Wiseness
IDENTIFIERS- American College Testing Program; *Colorado; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test

A guide is presented for educators, parents, and students to help students prepare for college admissions tests: American College Testing (ACT) programs, Scholastic Aptitude Test (SAT), and Preliminary Scholastic Aptitude Test (PSAT). Information is provided on the content of the tests and the services and publications available from the ACT program and the College Board; and effective methods for informing parents and students about the tests and registration requirements. In addition to descriptions of each test, information is provided on how the results of each test can be utilized by students and school staff in identifying academic needs. The contents of public and private test preparation programs in Colorado are also described. Additional contents include: suggestions for organizing a 2-week workshop program to familiarize students with the contents of the college admissions tests; information on general principles for preparing and taking admissions tests as well as some specific strategies for the verbal, language, mathematical, and reading portions of the tests; information on the major text, computer, and video materials available to help students; and a review of research on the effects of coaching and preparation programs on test results. (SW)

ED 256 279 HE 018 347

Gill, Wanda E.

Decision-Making Models with Sets of Strategies for Applications to Individuals and Groups in Higher Education.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; College Administration; College Planning; College Presidents; *Decision Making; *Group Dynamics; Higher Education; *Models; *Policy Formation; Systems Analysis

Three decision-making models that have applications for college presidents and administrators are reviewed. While both individual and group decision-making are addressed, emphasis is placed on the importance of group decisions on institutional policy planning. The model of Edmund M. Burke (1979) presents specific decision-making strategies in terms of conditions for effectiveness, techniques, the technology of change, and the planning phase. All group decision makers are actively involved and decisions occur through joint problem-solving. The key to the second model, that of James Lipham (1974), is that the college president needs to be aware of the perceptual screen that affects the decision maker (societal, organizational, and individual values). Lipham's model, which can be used for individual or group decision-making, involves a systems analysis perspective for conducting a needs assessment. The third delegating problem-solving model, by Victor Vroom and Philip Yetton (1973), involves decision methods for individuals or a group, and may involve the college president and a single subordinate. Flow charts and tables illustrate the models, including a graphical depiction of the time line of Lipham's model. (SW)

Haile, Penelope J.; Richards, Angela J.
Supporting the Distance Learner with Computer Teleconferencing.
PUB DATE- 25 Oct 84
NOTE- 32p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (15th, Ellenville, NY, October 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computers; Delivery Systems; *Distance Education; Higher Education; Interaction; *Network Analysis; Program Evaluation; *Teleconferencing
IDENTIFIERS- *Electronic Mail; New York Institute of Technology

A study was conducted of the use of a computer teleconferencing system developed by Participation Systems Inc. (nicknamed PARTI) as enhancement for two independent study credit courses in the behavioral sciences, Introduction to Effective Communication and Introductory Psychology. An earlier study in the spring and summer of 1983 had tested the efficacy of electronic mail as the delivery system for independent study courses, and found it to be an effective alternative to print-mode independent study. Results of various evaluations of the computer conferencing implemented in March 1984 indicate that the use of teleconferencing courses positively affects both the quality of the educational experience, and the attitudes and motivational levels of the students. Monitoring of the teleconferencing messages indicated that 90% of the students made substantial use of the system. The completion rates for the classes were comparable to the same courses taken in the traditional format, and better than the rates for the conventional independent study courses. Eight references are listed, and an appendix provides a brief description of computer conferences and the Participation (PARTI) system. (Author/LMM)

ED 256 307 IR 011 627

Canelos, James; And Others

The Psychological Construct of Encoding Specificity and Its Relationship to Designing Instruction and Tests.

PUB DATE- Jan 85
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Cues; *Encoding (Psychology); Higher Education; Intermode Differences; Learning Processes; Pictorial Stimuli; Recall (Psychology); Research Methodology; *Test Format; *Verbal Stimuli; *Visualization
IDENTIFIERS- *Encoding Specificity

The effects of encoding specificity were evaluated for learners: (1) in a typical classroom group learning environment, (2) receiving an audiovisual presentation on an academic subject, and (3) in a group testing environment. Encoding specificity involves the interaction between the encoding phase of memory or the learning context, the stored memory trace, and retrieval cues present at the time of testing for learned information. Traditional encoding specificity studies use a paired associate learning paradigm, process subjects on an individual basis, and use very simplistic learning tasks. The instructional programs used in this study were three slide-tape programs about the parts and operation of the heart (adapted from the Dwyer heart materials), which provided the same to-be-learned target information in the audio portion of the program. Programs varied in the type of cue provided by the slide portion of the program and included: a visual-only slide set containing 37 color visual illustrations with arrows pointing to the part being described; a visual with a verbal label set; and a verbal-only set (no visual information). Testing used either free recall, visually-cued recall, or verbally-cued recall. Test cue type and learning context cues had a significant effect on the ability to perform at the time of testing. Six references are listed. (LMM)

ED 256 321 IR 011 641

Hurt, Jeffry A.

A Function-Based Comparison of Illustrations Providing Literal and Analogical Representations on Comprehension of Expository Prose.

PUB DATE- Jan 85

NOTE- 26p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Higher Education; *Illustrations; *Instructional Materials; *Reading Comprehension; Science Instruction; Textbook Research; *Textbooks

IDENTIFIERS- *Analogy; *Instructional Effectiveness

The attribute-function relationships of visual illustrations used in educational textbooks were tested in a study of the effectiveness of illustrations providing either analogical or literal representation in serving two specific instructional functions. Subjects were 180 randomly selected undergraduate college students, who read two passages, one with an illustration providing analogical representation of nonphenomenal information discussed in the passage, the other with an illustration providing literal representation of phenomenal information discussed in the passage. Results showed that in a textbook passage concerning plant photosynthesis, more questions of a nonphenomenal nature were answered correctly by subjects who read the passage using an illustration providing analogical representation than by subjects who read the same passage using an illustration providing literal representation. Inversely, those students reading the passage using the illustration providing literal representation answered more questions of a phenomenal nature correctly than did those reading the passage using the illustration providing analogical representation. Eleven references are listed. (LMM)

ED 256 336 IR 011 656

Silverstein, Mark A.
Social Interaction Analysis of an Elementary School Student and a Videodisc System in an Educational Environment: A Progress Report.
PUB DATE- 19 Jan 85
NOTE- 33p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Equipment; Grade 4; *Interaction; Intermediate Grades; Research Methodology; *Sex Differences; *Student Attitudes; *Video Equipment
IDENTIFIERS- Interactive Video; Social Interaction

This investigation of the relationship between elementary school students and a videodisc system in an educational environment used a social interaction analysis paradigm to identify meaningful patterns of social behavior and to examine whether: (1) such patterns indicate acceptance of or resistance to the technology; (2) students exhibit more active or passive behavior; (3) students perceive the system to be friendly, intelligent, or able to carry on a conversation or dialog; and (4) behavior patterns are gender specific or would have implications for curriculum development utilizing videodisc technology. A triangulated research design included observation, student interviews, and a survey of the students' parents and teachers. Subjects were 17 girls and 22 boys in two fourth-grade classes. Preliminary results of research in progress indicate no apparent gender differences in attitudes and perceptions of videodisc systems. Most students were comfortable working with the videodisc system and found it to be friendly, smart, or intelligent. Thirty-five references are listed. (LMM)

ED 256 351 IR 051 093

Judd, Blanche; And Others

Reference Collection Development Policy. Penfield Library, State University of New York College at Oswego.

State Univ. of New York, Oswego. Coll. at Oswego.
PUB DATE- Nov 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Collection Development; *Library Material Selection; *Library Planning; Policy Formation; Position Papers; *Reference Materials
IDENTIFIERS- *State University of New York Coll at Oswego; Weeding (Library)

Intended for use by the head of reference and subject-area bibliographers at Penfield Library, this document provides guidelines for the selection and evaluation of titles for the 25,000 volume reference collection at this primarily undergraduate institution. The reference collection also supports the general information needs of both the college and the community. The policy includes a definition of a reference book; it assigns responsibility for the reference collection; and it defines the purpose of the collection. More than half the document is an outline of over 20 types of reference materials: almanacs and yearbooks, annual reviews, annual reports, atlases, bibliographies, biographies, concordances, dictionaries, directories, encyclopedias, handbooks and manuals, indexes and abstracts, legal materials, library catalogs, medical materials, plot summaries, statistical sources, style manuals, telephone books, maps, travel books, and identification guides for plants and animals. For each type of reference work both selection and deselection statements are provided. An appendix lists names of over 200 historical persons who will be the subjects of bibliographies to be included in the reference collection. (Author/THC)

ED 256 422 JC 850 198

Koefoed, Julius O., Jr.
An Evaluation of the Use of Major Selection to Predict Program Completion Rates of Career Oriented Liberal Arts Programs at Kirkwood Community College.
PUB DATE- 26 Jun 84
NOTE- 38p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Graduates; Community Colleges; Educational Attainment; *Majors (Students); *Predictive Validity; Predictor Variables; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kirkwood Community College IA

A study was conducted at Kirkwood Community College (KCC) to assess the role played by students' selection of a major as a predictor of academic success as measured by graduation from a two-year college. The study utilized computerized records and transcripts of students enrolled at KCC during fall 1974 through fall 1980. The records of a sample of 100 randomly selected students (or 0.5% of the approximately 2,000 students enrolled per year in Arts and Sciences) were used to verify credit-course enrollment and to separate students into career-oriented and liberal arts majors. Study findings indicated: (1) 95% of the students were liberal arts majors and 5% were career-oriented majors; (2) urban students were more likely to drop classes than rural students; (3) liberal arts students were more likely than career-oriented students to drop classes; (4) career-oriented students were ten times more likely to graduate in their initial major than were liberal arts students (80% to 7.4%); (5) males comprised 44% of the sample but accounted for 80% of the graduates and 27.3% of males graduated compared to 5.4% of females. Study recommendations include the identification of students most likely to withdraw, particularly part-time, female, and older students, and the establishment of an advising center to aid these and other students. (HB)

ED 256 031 EA 017 655

Murphy, Michael J.; And Others
Analysis of Utah Career Ladder Plans.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; Budgets; *Career Ladders; Competitive Selection; Elementary Secondary Education; Evaluation Criteria; Policy Formation; Program Design; Program Effectiveness; *Public School Teachers; *State Norms; Teacher Evaluation; Teacher Promotion; Teacher Salaries
IDENTIFIERS- *Utah

This report analyzes the content and development of the 45 school district career ladder plans submitted in 1984 to the Utah State Office of Education. Descriptive commentary and data tables are used to examine (1) the structure and composition of planning committees; (2) teacher evaluation provisions, including changes in evaluation methods, the person or group responsible for teacher evaluation, information sources for evaluation, and the status of development of evaluation instruments and procedures; (3) the frequency of various features of career ladder plans, including extended contract years, the number and nature of steps in the career ladder, and teacher selection methods and criteria; and (4) funding and accounting methods. Eight provisions found in a few plans are noted as potential inprovements to other districts' career ladder systems. Three broader issues are also discussed: (1) whether advancement based on job enlargement violates the spirit of career ladders, (2) the respective merits of competitive selection and performance standards for promotion, and (3) whether districts should be restricted to a few "best" career ladder plans. General conclusions regarding the status and value of Utah's career ladder plans complete the report. (MCG)

ED 256 074 EA 017 708

Redden, Cora
Standards of Excellence.
PUB DATE- 25 Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985). For related documents, see EA 017 664 and EA 017 706-707.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Change Strategies; Data Analysis; Educational Assessment; Educational Diagnosis; Educational Improvement; Educational Innovation; Elementary Education; *Management Development; Participative Decision Making; *Principals; *Program Implementation; Research Utilization; Staff Development; Teacher Administrator Relationship
IDENTIFIERS- Denver Public Schools CO; *Excellence in Education; *Standards of Excellence CO

A facilitator who was subsequently assigned to the principalship discusses the implementation of the Standards of Excellence model in Philips Elementary School (Denver, Colorado). In implementing the components of Standards of Excellence, principals were required to assume the role of instructional leader. Accordingly, assistance was rendered to familiarize principals with the research, enable them to present the material to their staffs, and help them direct staff in the self-assessment process. The second step for the principal was then to establish a committee to interpret the data gathered from the assessments. After two years, significant progress has been made in schools' abilities to develop long-range plans, respond to outside mandates and changing community needs, and assess and plan for curricular changes. Changes at Philips School include (1) a school brochure and a recent reception for area realtors, (2) increased student interest in tracking academic progress, (3) increased teacher participation in academic issues, (4) voluntary sharing of daily teaching objectives by teaching staff, and (5) increased requests about the school by parents of prospective students at the intermediate grade levels. Modeling has been the key to these changes, whether in instructional conferences, staff meetings, or classroom teaching. (TE)

ED 256 104 EC 172 502

Dew, Nancy
The Exceptional Bilingual Child: Demography.
PUB DATE- 84
NOTE- 44p.; In: Chinn, Philip C., Ed. Education of Culturally and Linguistically Different Exceptional Children. Reston, Virginia, ERIC Clearinghouse on Handicapped and Gifted Children/Council for Exceptional Children, 1984. Chapter 1. For complete monograph, see EC 172 501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Bilingual Students; Cultural Differences; *Demography; *Disabilities; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; *Incidence; *Limited English Speaking; Referral; Special Education; *Student Placement

This investigative report analyzes 1978-83 enrollment data from two national studies, selected state studies (California, Florida, Massachusetts, and New Jersey) and local school district studies (New York City, Los Angeles, Chicago) in order to determine the prevalence of exceptional bilingual students, examine general trends, and report recommendations for future data collection. Among the variables cited as affecting the accuracy of prevalence rates for culturally and linguistically diverse exceptional (CLDE) students are changing CLDE definitions, misdiagnosis, sampling error, the role of the individual school in referral and placements, and reluctance to stigmatize CLDE students as handicapped. Review of the national studies leads to such findings as that district size and racial composition correlate to disproportionate special education enrollment, and that districts with the highest disproportion levels tend to have the smallest proportion of students in bilingual programs. Among conclusions of the analysis of the state studies is that where the Hispanic population makes up more than 1% or more of the state's total population there is a trend toward underenrollment of Hispanics in gifted and talented programs and over-enrollment in classes for the mentally retarded. Analysis of the local district studies also revealed a disproportionate representation of limited-English-speaking or non-English speaking pupils in special education programs. One of 11 recommendations is that the school districts should collect and analyze information regarding the number of referrals to special education by language proficiency level within each ethnic group. (JW)

ED 256 135 EC 172 536

Hayes, Marnell L., Ed.
Issues in Bilingual Special Education.
Federation of North Texas Area Universities.
PUB DATE- 84
NOTE- 160p.; Papers presented at the Bilingual Special Education Conference (Denton, TX, June 30-July 1, 1983).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Cultural Differences; *Disabilities; Elementary Secondary Education; Evaluation Methods; Handicap Identification; *Language Acquisition; *Limited English Speaking; *Special Education; *Student Evaluation; *Student Placement; Task Analysis; Teacher Education; Vocational Education

Twelve author-contributed papers are presented from a 1983 conference on bilingual special education. The following authors and titles are represented: "The Challenge: Providing Quality Special Education Services to Linguistic Minority Students" (M. Serpa); "Bilingual Special Education: Issues in Student Placement" (S. Santos and R. Santos); "Where Do Native Language Interference Problems End--And Development Problems Begin" (L. Olguin); "Assessment Techniques in the Identification of the Culturally Different Gifted Student" (L. Amodeo); "Assessing the Multicultural Child" (C. Lopez); "Task Analysis Is Particularly Critical for Bilingual Special Education Pupils" (L. Olguin); "Conducive Learning for Language Minority Students" (M. Serpa); "Critical Issues in Bilingual Education for Counselors and Teachers" (B. Martin); "Issues in Bilingual Special Education: Teacher Preparation" (D. Banuelos); "Bilingual Vocational Education for Mildly Handicapped Hispanic Adolescents" (M. Plata); "Computer-Assisted Instruction for Limited Proficiency Students Learning Basic English Structures" (D. McClure, D. King and B. Dogger); and "Assessing the Bilingual Child: What Should Be, What Is and What Could Be" (R. Deyoe-Chiullan). (CL)

ED 256 236 HE 018 271

Proposal for a California State-Funded Work-Study Program. Commission Report 85-1.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 21 Jan. 85
NOTE- 15p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; College Planning; College Role; College Students; *Eligibility; Guidelines; Postsecondary Education; Program Development; Program Proposals; School Business Relationship; *State Aid; *Statewide Planning; *Student Financial Aid; Student Responsibility; *Work Study Programs
IDENTIFIERS- *California

A proposal to create a state-funded work-study program for California postsecondary education is presented, including guidelines for program eligibility and responsibilities. The California Postsecondary Education Commission's proposal recommends: the use of both nonprofit and profit-making organizations as potential employers; employment that is related to student's career aspirations and skills; funding for summer employment and for tutorial and other services in the elementary and secondary schools; and maximum compatability of the program with existing California financial aid programs. In contrast to the federal College Work-Study Program, the state program would involve a different sector of potential employers and different criteria for student participation. In addition to providing guidelines for institutional, employer, and student eligibility and responsibilities, responsibilities of the California Student Aid Commission are suggested. Institutional responsibilities include: the employer/institution agreement, referral and placement of students, restrictions on placement and compensation, state and employer share of compensation paid to students, and carryover of funds. (SW)

Jones, Dennis P.

Higher-Education Budgeting at the State Level: Concepts and Principles.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 120p.
CONTRACT- 400-83-0009
AVAILABLE FROM- National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Budgeting; College Planning; Economic Climate; *Financial Policy; Governance; *Government School Relationship; *Higher Education; *Resource Allocation; *State Aid

New approaches to allocating state resources to colleges are discussed. Budgeting and resource allocation principles are considered that: (1) reflect the unique context of higher education; (2) are consistent with sound budgeting and management principles; and (3) represent institutional mechanisms applied at the state level rather than approaches developed expressly to reflect state priorities. To form the basis for a set of first principles for state-level resource allocation, the following concepts are addressed: the link between budgeting, planning, and accountability; governance relationships; production functions in higher education; and key structural components of the budget. The following customary approaches to resource allocation are evaluated in light of these principles and guidelines: incremental budgeting, formula budgeting, base-plus-increment approaches, and categorical or competitive approaches. The changing environment affecting resource allocation and actual and potential responses to the problems involved are also considered, including buffering and decoupling, marginal costing, and using fixed and variable costs. Finally, key recommendations are summarized, and areas where reform of resource allocation may further the aims of schools and state government are identified. (SW)

ED 256 380 JC 850 145

Myran, Gunder A., Ed.; Kelley, Douglas, Ed.
Strategic Planning and the Future of Community Colleges.
Washtenaw Community Coll., Ann Arbor, Mich.
SPONS. AGENCY- COMBASE, Stockton, Calif.
PUB DATE- 31 Mar 82
NOTE- 125p.
AVAILABLE FROM- Office of the President, Washtenaw Community College, P. O. Box D-1, Ann Arbor, Mr 48106 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Planning; *Community Colleges; Educational Trends; Futures (of Society); *Long Range Planning; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Strategic Planning

Designed for institutional leaders facing fundamental questions of changes in mission, goals, external relations, and internal priorities, this collection offers an introduction to strategic planning and descriptions of planning processes at several community colleges. Section I includes the following essays: "What Is Strategic Planning?" by Fremont Kast and James E. Rosenzweig; "Planning Essentials," by Byron McClenney; "The Next Decade: Trends and Questions," by Iris M. Elfenbein; "The Trend Analysis Program of the American Council of Life Insurance," by Ronna Klingenberg; and "A Survey of Futuring Practices in Community Colleges," by Gunder A. Myran. In section II, the following essays describing planning in five community college settings are presented: "Managing and Financing Urban Community Colleges in the '80s: The Case for Strategic Management" and "Strategic Planning," by Nolen M. Ellison; "Financial Planning: The Future Reality Synthesizer," by Maurice P. Arth; "The Planning System at Valencia Community College," by James F. Gollattscheck; "Long-Range Planning at Washtenaw Community College," by Gunder A. Myran; "Academic Planning in Missouri's Kansas City Metropolitan Community College District," by Raymond N. Kieft; and "Long-Range Planning--And Preplanning: The Schoolcraft College Experience," by Wendy L. Gans and Louis A. Reibling. Finally, section III provides abstracts of related books, monographs, and articles; and an annotated bibliography of readings. (AYC)

ED 256 394 JC 850 169

Weintraub, Jeffrey I.
LaGuardia Community College Report on Graduate Placement: Class of 1980.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 81
NOTE- 17p.; Prepared by the Placement Office, Division of Cooperative Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Cooperative Education; *Education Work Relationship; Employment Patterns; Followup Studies; *Job Placement; Outcomes o Education; Salaries; *Student Placement; Two Year Colleges; Vocational Followup

A follow-up study was conducted of students who graduated from LaGuardia Community College (LCC) in 1980 to provide information on graduates entering the labor market, industries employing LCC's graduates, salary data, transfer information, and LCC's graduates compared to those of other institutions. Questionnaires were mailed to each of the 824 students who graduated from LCC in 1980, and responses were received from 59.7% (N=492). Study findings included the following: (1) the number of graduates from certain curricular areas increased sharply from 1979 including secretarial science (+39%), human services (+26%), and business administration/management (+18%), while marked decreases were seen in liberal arts (-22%) and occupational therapy (-15%); (2) the transfer rate continued to rise with 63.3% of the graduates indicating they were enrolled in a senior college or in the process of enrolling; (3) of the transfer students, 60% were attending day classes and 40% were attending evening classes; (4) manufacturing, education/health/social agencies, banks, and legal firms attracted the most LCC graduates; (5) 57.5% of the graduates were employed full-time, and 80% of these graduates were working at new positions obtained near graduation; (6) the average salary of a 1980 LCC graduate was $11,584, an average of 19.8% higher than that of other two-year college graduates in the Middle Atlantic area; and (7) approximately 46% of the graduates entering the labor market initially after graduation were employed with cooperative education employers. (AYC)

ED 256 408 JC 850 183

Wilhelm, Mary Lou
Cuesta College Library Assessment System: Evaluation Report.
Cuesta Coll., San Luis Obispo, Calif.
PUB DATE- 1 Mar 85
NOTE- 187p.; Completed in cooperation with the College's Tenth Year Accreditation Committee. Based upon "The Assessment System," by Robert J. Simas, and prepared as a model project for the Learning Resources Association of the California Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Community Colleges; Learning Resources Centers; *Library Collections; Library Personnel; Library Research; Library Services; *Library Standards; Library Statistics; Library Surveys; Two Year Colleges; *User Satisfaction (Information)

This four-part report provides and analyzes quantitative and qualitative data about the Cuesta College Library. Part I presents enrollment trends for full- and part-time students, full- and part-time faculty numbers for 1981 through 1984, a profile of the learning resources budget, and inventories of instructional stations, learning materials, and equipment. Part II contains a learning resources personnel profile by job title, a summary of library holdings by discipline and imprint date, instruments for faculty and student evaluations of the library, and a profile of the Learning Resources Program. The program profile includes statements of educational philosophy and program goals and objectives; a list of informational materials distributed by the program; descriptions of activities for students, for faculty, and for inservice training; a list of community and other resources provided; and a checklist of specific services provided. Part III presents and analyzes additional data on collection size, space requirements, staffing, equipment for distribution, and faculty and student evaluations of services. Evaluation results for the Cuesta College Library are rated according to American Library Association standards. Finally, part IV presents a narrative description of the Learning Resources Program by the Accreditation Sub-Committee. Appendices include charts of college and library organization, job descriptions, and qualitative evaluation charts showing means and confidence intervals. (AYC)

ED 256 089 EC 172 087

Tilson, George, Jr.; Neubert, Debra

Job Training and Tryout...A Post Secondary Program to Assist Young Adults in the Transition from School to Work.

PUB DATE- 8 Mar 85
NOTE- 46p.; Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Disabilities; *Education Work Relationship; Job Skills; *Postsecondary Education; *Vocational Education; Young Adults
IDENTIFIERS- *Job Training and Tryout; Maryland (Montgomery County)

The paper describes the background and accomplishments of Job Training and Tryout, a community-based model school-to-work transition project for midly mentally handicapped young adults in Montgomery County, Maryland. Project history information touches on community linkages, pilot ventures, and initial federal funding. Three major project goals are considered: direct services, refinement of the service delivery model, and dissemination of the model. The project evaluation plan details evaluation questions, data to be gathered, and data collection/analysis procedures for four project objectives: (1) start up activities, (2) employability skills training, (3) employment assistance, (4) followup services. Accomplishments of the first two project phases are reviewed. Initial observations are recorded, including the fact that the majority of program participants had difficulties taking the Career Maturity Inventory and using public transportation. Unique features of the program are cited, including its postsecondary emphasis and the support of community agencies. The appendices include two charts on cooperating community resources and placements of participants and two data forms: Individualized Employment Success Plan and a Client Intake Survey. (CL)

ED 256 120 EC 172 520

Seltzer, Marsha Mailick

Older Mentally Retarded Persons: Demographic Profile and Service Requirements.

PUB DATE- 19 Nov 84

NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (37th, November 19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; Definitions; *Delivery Systems; *Incidence; *Mental Retardation; Needs Assessment; *Older Adults

An overview is presented on current knowledge about elderly mentally retarded persons. Definitional and incidence issues are addressed, and support is voiced for use of a lower cut-off for the beginning of old age among the retarded than for the general population. Conflicting findings of age-related differences in mentally retarded adults are considered. Friendship and behavior patterns among elderly mentally retarded persons (compared to the nonretarded elderly) are viewed as important research topics. The service needs of the older mentally retarded population are noted, including residential services, alternative day placements, legal protection and financial management. Efforts currently underway to survey nationwide services available to elderly mentally retarded clients are briefly reviewed. (CL)

ED 256 152 FL 014 828

Kaplan, Robert B., Ed.; And Others
Annual Review of Applied Linguistics, 1983.
REPORT NO.- ISBN-0-88377-455-0
PUB DATE- 84
NOTE- 214p.; For an earlier edition, see ED 222 076.
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($18.95; $14.20 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Adult Literacy; *Applied Linguistics; *Developing Nations; Foreign Countries; *Literacy; *Literacy Education; *Monolingualism; *Reading Skills
IDENTIFIERS- Africa (West); Asia (South); Indonesia; Sudan; Thailand; United States

A collection of reports on literacy and literacy issues includes a variety of perspectives and descriptions of diverse programs and is divided into three sections. The first examines broad questions of literacy: "On the Study of Literacy" (David Bendor-Samuel); "Linguistics and Literacy" (Gloria Kindell); and "Literacy in Monolingual Societies" (Tej K. Bhatia). The second part provides some studies of literacy development in particular areas: "Language and Literacy in West Africa" (Eyamba G. Bokamba); "Literacy in the Southern Sudan: A Case Study of Variables Affecting Literacy Programs" (J Ronayne Cowan); "Literacy in South Asia" (R. N. Srivastava); "Reading: United States" (Rose-Marie Weber); "Literacy in Indonesia" (Peter H. Lowenberg); and "Literacy in Thailand" (J. D. Palmer). The third part looks at some applied linguistics issues: "Assessment" (Wiliam C. Hall); and "Adult Literacy" (JoAnn Crandall). Author and subject indexes are provided. (MSE)

ED 256 222 HE 018 257

Bowker, Lee H.; Lynch, David M.
Chairing a Small Department.
PUB DATE- Feb 85
NOTE- 10p.; Paper presented at the National Conference for Department Chairs (Orlando, FL, February 1985). For related documents, see HE 018 258-260.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Decision Making; *Department Heads; *Departments; Higher Education; Interpersonal Relationship; Interprofessional Relationship; *Leadership Responsibility; Problem Solving; Program Administration; *Small Colleges; *Teacher Administrator Relationship
IDENTIFIERS- *Collegiality

Ten management problems for chairs of small departments in small colleges are discussed, along with problem-solving strategies for these administrators. Serious disagreements within a small and intimate department may create a country club culture in which differences are smoothed over and the personal idiosyncrasies of individual members are accommodated in some way. The rotation of chairpersons at 2- or 3-year intervals and the expectation that the leader will soon be returned to the ranks combine with the country club atmosphere to stifle creative leadership. Additional problems are: town hall decision-making; the intrusion of faculty from other disciplines into departmental faculty evaluations and curriculum development; lack of support staff and usually a limited database of institutional research; intense pressures to please students in order to maintain high course enrollments; the informality of most decision-making processes; the difficulty of building relatively standard curricula around the skills of a small number of faculty; helping faculty to keep up to date in a wide range of subjects; and aiding faculty in reaching their professional development goals and in producing salable vitas. (SW)

ED 256 251 HE 018 315

Durham, Joseph T.

Off-Campus Credit Instruction Offered by Maryland Institutions During Academic Year 1983-1984.

Maryland State Board for Higher Education, Annapolis.
PUB DATE- Jan 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Community Colleges; *Credit Courses; *Enrollment Trends; *Extension Education; *External Degree Programs; Geographic Location; Graduate Study; Higher Education; Majors (Students); *Off Campus Facilities; Private Colleges; Questionnaires; School Location; State Colleges; State Surveys; Undergraduate Study
IDENTIFIERS- *Maryland

Information on off-campus credit courses and degree programs is presented in statistical tables and narrative summaries that cover: enrollments by campus and type of site, enrollments by major field of study, and types of faculty teaching off-campus courses or programs. Off-campus instruction was offered by six Maryland community colleges, seven state colleges and universities, and eight private colleges and universities. Of the 28,526 off-campus course enrollments, 32 percent were at the community colleges, 14 percent at state colleges and universities, 23 percent at the University of Maryland, and 31 percent at private colleges and universities. Lower-division fields with the largest number of off-campus students were letters, social science, data processing, and business technology. Upper-division fields with the largest number of off-campus students were business, psychology, and computer science, while graduate fields with the largest number were education, business, engineering, and psychology. Sixty percent of the off-campus courses were offered at educational sites, and 55 percent of the courses were taught by regular faculty. The survey questionnaire and instructions are appended. (SW)

ED 256 366 IR 051 108

Johnson, Debra Wilcox, Ed.
Thriller-Dillers & Chillers. Wisconsin Summer Library Program Manual, 1985. Bulletin No. 5212.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 85
NOTE- 187p.; For related document, see ED 244 628.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Adolescents; Children; *Childrens Literature; *Program Development; Program Guides; Publicity; *Public Libraries; *Reading Programs; *Recreational Reading; Reference Materials; *Summer Programs
IDENTIFIERS- *Wisconsin

The Wisconsin Summer Library Program was developed to promote use of the library by children during the summer, to familiarize them with the resources of the public library, and to help them retain their reading skills over the summer. Different ways of interpreting the theme of the summer program for 1985 were suggested by librarians throughout the state and have been incorporated in this manual. Bibliographies, filmographies, and program ideas are presented for use in local programs. The program guide includes four major sections: (1) Promoting Your Program, with subsections on community and school publicity and in-library promotion; (2) Projects, Activities, and Events, including subsections on program ideas, a puppet play, and The Reading Rainbow by the Educational Television Network; (3) Resources, including bibliographies of children's books and books for the blind and physically handicapped, a film list, a filmstrip list, two software package descriptions, and profiles of performing artists; and (4) Games and Giveaways. Introductory materials include goals to be considered in planning programs, summer library program theme and program goals as set at the 1984 planning meeting, suggested resources for planning programs, and an evaluation form to be completed by September 1985. (THC)

ED 256 167 FL 014 985 .

Brod, Richard I.
Survey of Foreign Language Entrance and Degree Requirements in United States Colleges and Universities, Fall 1982.
Modern Language Association of America, New York, N.Y.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 32p.; For the surveys of 1970 and 1974, see ED 066 099 and ED 116 461.
GRANT- G00-82-01396
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission Criteria; *Bachelors Degrees; *College Admission; *College Second Language Programs; *Degree Requirements; Educational Trends; Higher Education; National Surveys; Trend Analysis

Results of the 10th national survey (1982-83) of bachelor's degree granting institutions in the United States concerning their foreign language entrance and degree requirements encompass the responses of 1,261 institutions. Each institution is classified in one of six categories, according to its status in relation to the 9th survey, carried out in 1974-75: (1) requirement established since 1974-75; (2) requirement increased; (3) requirement abolished; (4) requirement reduced; (5) requirement maintained; and (6) no requirement, either in 1974 or 1982. Three data tables are included in the survey report: (1) the number of responses and percentage of the total classified in each category, separately for entrance and degree requirements; (2) the status of entrance and degree requirements in all institutions, juxtaposed with responses from the previous two surveys; and (3) entrance and degree requirements outlined by state and region. A directory of all responding institutions, listed alphabetically by state, gives coded information about entrance and degree requirements. Of the institutions responding to both this and the 1974 survey, half had reduced and half had increased their degree requirements, whereas in 1974 the change was found to be primarily downward. (MSE)

ED 256 195 HE 018 229

Public Policy, Accreditation, and State Approval in California. State Reliance on Non-Governmental Accrediting Agencies and on State Recognition of Postsecondary Institutions to Serve the Public Interest. Commission Report 84-28.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jul 84

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Certification; Educational Policy; Educational Quality; Eligibility; *Government Role; *Postsecondary Education; Private Colleges; Professional Education; *Public Policy; State Colleges; Student Financial Aid; Teacher Education; Two Year Colleges

IDENTIFIERS- *California; Licensing Examinations; Out of State Institutions

Recommendations concerning postsecondary accreditation in California are presented, with attention to public reliance on nongovernmental accreditation. After a review of the history of accreditation and its role in institutional oversight, attention is directed to national accreditation of colleges, regional accreditation by the Western Association of Schools and Colleges (WASC), specialized accreditation, and law school accreditation. Fifteen recommendations are offered concerning the following issues: assuring and increasing educational quality, monitoring private institutions to assure their compliance with minimum standards, monitoring institutional refund policies to assure consumer protection, identifying institutions eligible to participate in state-funded student assistance programs, identifying institutions and programs for licensing professional practitioners, identifying quality teacher education programs, assuring oversight of out-of-state operations, encouraging agency operation in the public interest, and relating specialized accreditation to institutions and institutional policies. Information on WASC's accreditation standards for senior- and junior-level institutions is appended, as are lists of accredited schools. (SW)

Creative Financing for Higher Education Facilities and Equipment.
State Higher Education Executive Officers Association.
PUB DATE- 85
NOTE- 68p.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Administration; *Educational Facilities; Educational Finance; Equipment; Federal Legislation; *Financial Problems; Government School Relationship; *Higher Education; Innovation; Intellectual Property; *Investment; Laboratories; Money Management; Operating Expenses; Philanthropic Foundations; Private Financial Support; Research and Development; School Business Relationship; State Legislation; *Taxes
IDENTIFIERS- *Debt Financing

Financial management in higher education is discussed in six articles, with attention to problems and creative solutions. The problem of capital depletion of facilities, research laboratories, instrumentation, and instructional equipment may be approached by creative partnerships between the state, institutions, and private capital sources. Old solutions, whether "pay-as-you-go" or long-term bonding, may be no longer feasible or applicable to current problems. Article titles and authors are: "Historical Perspective on University Debt Financing" (Patricia A. Libby); "New Investment Strategies for College and Universities" (Edward Q. Moulton); "Taking Advantage of State and Federal Tax Laws" (Michael B. Goldstein); "Financing Equipment and Facilities: Educating the Alternatives" (Raymond Smoot, Jr.); and "Creating a State Equipment Fund" (Gordon K. Davies). An appendix, "Exemplary Structure of a University Research and Development Enterprise," is a contribution of the Dow, Lahnes & Albertson firm. Charts and flow charts, as well as narrative sections, cover ownership and control of the foundation, rights to intellectual property, flow of venture capital, flow of investment income (working capital), and flow of project-derived income (profit). (SW)

ED 256 294 IR 011 591

Mattas, Linda L.

Only the Best. The Discriminating Software Guide for Preschool-Grade 12. A Special Report from the Editors of SchoolTech News.

PUB DATE- 85
NOTE- 139p.
AVAILABLE FROM- Education News Service, 926 J Street, Suite 212, Sacramento, CA 95814 ($15.95 prepaid; discounts available for quantity orders of ten or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Computer Science Education; *Computer Software; Elementary Secondary Education; *Evaluation Criteria; *Instructional Materials; *Microcomputers; Programing
IDENTIFIERS- Software Evaluation; *Software Reviews

This report provides 1-page reviews of 113 highly-rated computer software programs, identified from the evaluation reports of the following 16 evaluation services and educational technology magazines: Province of Alberta (Alberta Education), Baltimore County (Maryland) Public Schools, Province of British Columbia Ministry of Education, California Library Media Consortium, Courseware Report Card, Florida Center for Instructional Computing, MicroSIFT Project, Minnesota State Department of Education, Texas Microcomputer Courseware Evaluation Network; Classroom Computer Learning magazine's "excellence award" panel; Educational Software Evaluation Consortium; Iowa City (Iowa) Community School District, Educational Computer Service (National Education Association), New York City Schools, North Carolina State Department of Public Education, and SECTOR (State of Utah). Descriptions include the title, producer, and system requirements; the conclusions of evaluation services and magazines reviews; and additional comments and tips. Programs are categorized by the subject areas of business education, college entrance examinations, computer education, early childhood education, fine arts, foreign language, language arts, mathematics, problem solving, science, social studies, and teacher utility. Also included are lists of 189 programs that nearly qualified as most highly rated and of 13 programs eliminated from the top or second rating because of one negative evaluation from the Province of Alberta, Canada. (LMM)

ED 256 308 IR 011 628

Dalton, David W.; Hannafin, Michael

Examining the Effects of Varied Computer-Based Reinforcement on Self-Esteem and Achievement: An Exploratory Study.

PUB DATE- Jan 85

NOTE- 23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Covariance; *Computer Assisted Instruction; *Feedback; Grade 8; Intermode Differences; Junior High Schools; *Mathematics Achievement; Reinforcement; *Remedial Instruction; *Remedial Mathematics; *Self Esteem

The effects of judgmental and non-judgmental computer assisted instruction (CAI) feedback on the self-esteem and mathematics achievement of remedial level junior high school students were examined. Each of 44 eighth-grade mathematics students was given a self-esteem pretest questionnaire, completed a basic mathematics facts drill and practice CAI program with varying degrees of judgmental feedback, and was posttested on the self-esteem scale. The basic CAI program consisted of three sets of randomly generated multiplication fact drill and practice problems, with factors ranging from one to nine. The systematic feedback in the CAI programs used either affirmation of response only, affirmation plus positive reinforcement for correct responses, affirmation with negative reinforcement for incorrect response, or affirmation plus positive and negative reinforcement. No statistically significant differences were found among the treatment groups, perhaps because of the short-term nature of the study. On the average, computer self-esteem scores increased somewhat for all the treatment groups, indicating that their attitudes towards CAI improved somewhat as a consequence of their exposure to the program. Twenty-one references are listed. (Author/LMM)

ED 256 322 IR 011 642

King, James W.

Using Case Study Methodology to Describe Development Communication Programs.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.

PUB DATE- Jan 85

NOTE- 20p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

CONTRACT- DAN-0613-C-00-2064-00

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Case Studies; Communications; *Developing Nations; Diffusion (Communication); Evaluation Criteria; *Models; *Research Methodology; *Research Reports

IDENTIFIERS- *Development Communication

Because proven systematic methods of description and analysis are not universally available for the case study methodology in development communication situations, 12 development communication case studies were examined to uncover their organizational schema. Findings were pooled to develop a suggested framework or model for the design of future case studies in development communication. It is argued that case studies should illustrate and provide examples, uncover relationships, and develop suggestions for future action. The following elements were mentioned in 11 or more of the case studies examined: channels, results, project design, objectives, audience, background, overview, scope, location, time/duration, message, and sector. Other categories noted in more than half of the case studies include organization/administration, sponsorship, and evaluation. Nine categories were mentioned in less than half of the case studies surveyed: cost, dissemination, staff, timelines, communication style, research, funding, sources of information, and references. The 28-category model presented includes four additional categories from the literature of development communication: program name and acronym, pretesting, formative evaluation, and monitoring. Thirty-five references are listed. (LMM)

ED 256 337 · IR 011 657

Simonson, Michael R.; And Others

Persuasion: Five Studies Dealing with the Relationships between Media, Attitudes, and Learning Style.

PUB DATE- Jan 85
NOTE- 33p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Attitude Change; Attitudes; *Cerebral Dominance; Design Requirements; *Field Dependence Independence; *Instructional Films; *Intermode Differences; Media Research; *Persuasive Discourse; Slides; Videotape Recordings

The use of media in persuasive messages was investigated in five studies addressing: (1) the effectiveness of realistic media in such messages; (2) interaction of field dependence/independence or hemisphericity with media type in persuasive message delivery; and (3) whether mediated messages should be designed differently for learners with different learning styles. Media for delivering treatments were one or more of either motion pictures, videotape copies of motion pictures, or color slide versions of motion pictures. Dependent variables were attitude toward either soil conservation, smoking, or disabled persons. It was found that realistic media, particularly motion pictures, are somewhat better at changing attitudes than non-realistic media; there is a relationship between field independence and persuasive messages presented by film; attitudes can be modified by using persuasive messages delivered by media; and some types of media may be more effective than others at delivering information designed to change attitudes. Further investigation into the relationship between persuasive messages, delivery media, and learning styles of the target audience is suggested. Twenty-eight references are listed. (LMM)

ED 256 352   IR 051 094

Smith, Karen F., Comp.
Survey of Non-Depository Libraries concerning Federal Depository Library Service in Western New York.
PUB DATE- Jun 82
NOTE- 12p.; Report prepared as part of a statewide study by the Task Force on Federal Depository Library Service in New York State.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Depository Libraries; *Government Publications; *Information Needs; *Information Sources; Information Utilization; Library Collections; Library Research; *Library Services; Library Surveys; Public Libraries; Questionnaires; Special Libraries; Union Catalogs
IDENTIFIERS- *New York

In May 1982 a questionnaire eliciting information about federal document needs and the experiences of librarians in libraries that are not depositories was mailed to more than 150 libraries in the Western New York region. Replies were received from 57 libraries: approximately 20% from college libraries; 50% from public libraries; and 30% from special libraries, including medical, law, business and industry, and museum libraries. Responses to the questions tended to vary by type of library, thus the tabulations are broken down by college, public, and special libraries. This document provides brief discussions of the findings on: collections; sources of information; type of information sought; problems with interlibrary loan; bibliographic access to documents; document data bases; workshops and training programs; and a union list of federal documents. Comments and suggestions made by the respondents are grouped by type of library and reproduced in the final section. A copy of the questionnaire and a tally of the responses from each type of nondepository library are included. The survey was undertaken as part of a project of the Task Force on Federal Depository Library Service in New York State. (THC)

ED 256 423   JC 850 199

Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina, 1983-1984. Special Report.

North Carolina Univ., Chapel Hill.

PUB DATE- Dec 83

NOTE- 126p.; Prepared under the aegis of the Joint Committee on College Transfer Students.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Articulation (Education); Colleges; *College Transfer Students; *Enrollment Trends; Postsecondary Education; State Surveys; *Transfer Policy; Two Year Colleges; Universities

IDENTIFIERS- *North Carolina

Designed for counselors, advisers, and two-year college students planning to transfer to a four-year institution, this report presents the transfer policies of the 46 senior colleges and universities in North Carolina for 1983-84. Following introductory material about the purposes and development of the report, the report enumerates the policies of each of the 46 senior institutions with respect to the admission of and granting of credit to transfer students. This section includes questions and answers on admissions policy, the transfer of credit, housing, costs, financial aid, course repetitions, grading policy, transfer of credit by alternative means, transferability of courses from technical institutes and proprietary schools, general education requirements, and transfer agreements by program. Appendices include sample transfer agreements, general education requirements for transfers, and undergraduate transfer data, including information on: (1) flow of undergraduate transfers among North Carolina colleges and universities, fall 1982; (2) undergraduate transfers to North Carolina colleges and universities, fall 1972 to fall 1982; (3) undergraduate transfer students by sex at North Carolina colleges and universities by type of institution, fall 1982; (4) fall 1982 regular, lateral, and reverse transfers; (5) out-of-state transfers, fall 1982; and (6) transfers into non-college parallel programs at two-year colleges. (HB)

ED 256 032 EA 017 656

Resource Allocation Plan. A Suggested Process: Building and District Approach to Planning. Developing a 3- to 5-Year Building Plan to Improve Pubil Performance.

New York State Education Dept., Albany.

PUB DATE- Jun 81

NOTE- 39p.; Portions of text may reproduce poorly due to light print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Achievement; Committees; Cooperative Planning; Elementary Secondary Education; Guidelines; *Long Range Planning; *Models; Resource Allocation; *School Based Management; School Districts; State Departments of Education; State School District Relationship; *Student Improvement

A model is presented for developing a comprehensive building plan to improve student performance. The goal-planning process provides a 3- to 5-year written plan identifying major school goals, objectives, activities, resources, evaluation criteria, and monitoring methods. The process ensures ownership of the plan by the teachers and principal of each building involved. Although flexibility allowing local adjustments is built in, an essential element is a written plan incorporating the following: needs, desired outcomes, tasks or activities, formative evaluation, and summative evaluation. At the school district's request, the state education department representative assists the local school's staff to identify major priorities, delineate problems within these priorities, identify alternative solutions, and evaluate the process and the results. (MLF)

ED 256 047 EA 017 672

Greene, J. Weldon; And Others
Development of Computerized Monitoring of Education Plans.
District of Columbia Public Schools, Washington, DC. Div. of Program Development and Planning.
PUB DATE- 85
NOTE- 19p.; Exhibits may not reproduce due to blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; Elementary Secondary Education; Long Range Planning; *Management Information Systems; Master Plans; Organizational Objectives; *Planning; School Districts
IDENTIFIERS- District of Columbia Public Schools

The District of Columbia Public Schools initiated a multiyear planning process in 1983. Among other activities, the process calls for the computerized monitoring of the critical tasks of each of the district's major offices. These tasks, defined by the offices, are designed to facilitate the achievement of specific objectives designated in the district's master plan. Aspects of each task identified in the monitoring system include the objectives toward which the task is aimed, the unit responsible, a description of the task, estimated completion dates, policy consideration, monitoring and evaluating processes to be applied, and relevant comments. The information on each task is updated quarterly, providing a current overview of progress toward objectives districtwide. Samples of the system's output from different stages in its development are provided. (PGD)

ED 256 061 EA 017 687

Trusty, Francis M.
School Reform in the Eighties.
PUB DATE- 10 Mar 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Administrator Role; Agency Cooperation; Educational Assessment; *Educational Change; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Higher Education; Incentives; Leadership; Program Evaluation; Role of Education; School Community Relationship; School Organization; School Personnel; Schools of Education; Staff Development; Teacher Education; Teacher Motivation; Time Management
IDENTIFIERS- Excellence in Education

Eight issues affecting the ability of the schools to meet the public's expectations and concerns are explored in this address. It examines problems, proposed solutions, barriers to change, and possibilities for reform in each of the eight areas. The topics considered are (1) school organization, the need for flexible structuring, and enhancement of the administrator's role as instructional leader; (2) improving educational programs and instructional practices; (3) improving the school-community relationship; (4) management of administrative and learning time; (5) increasing the effectiveness of educational personnel through raised standards, added training, and improved evaluation; (6) accountability and program evaluation; (7) modifications in reward systems for educators; and (8) increased cooperation among local educators, state departments of education, and colleges of education to improve teacher and administrator training and recruitment. The paper concludes with a summary of the barriers that limit change in all areas and a brief analysis of the major factors affecting the success of educational reform. (PGD)

ED 256 075 EA 017 710

Greene, Brenda Z.
Protect Against Personal Injury to Limit Your Liability.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- May 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Accident Prevention; Athletes; Athletics; *Court Litigation; Elementary Secondary Education; Emergency Programs; Gymnasiums; Hazardous Materials; *Injuries; Maintenance; Physical Examinations; Playgrounds; Purchasing; *Recordkeeping; School Policy; *School Safety; School Shops; School Supervision; Science Laboratories; Stages (Facilities)
IDENTIFIERS- *Negligence

Accidents and injuries involving students, employees, or others using school facilities or equipment can result in lengthy and costly litigation. A proven way to reduce potential accidents and injuries is to work to eliminate the circumstances in which accidents occur. It is important to identify risks; the areas with the highest accident potential are: playgrounds, gymnasiums and athletic fields, industrial art shops, science laboratories, theater stage areas, and lunchrooms. School systems can protect against negligence charges by identifying risks and giving high priority to preventing injuries through established policies and regulations addressing accident prevention. Failure to supervise properly is the basis for most negligence suits. Providing proper supervision gives the school system a defensible position. Before students can participate in sports, a physical examination should be required. Regular inspections for hazardous conditions are essential. Established special emergency procedures with alternative backup plans are essential. There should be a process established for documenting all accidents and injuries; board members should be notified of serious injuries. Periodic reports from legal counsel on legislation and court decisions that may influence local safety policies and procedures are also helpful. (MD)

ED 256 136 EC 172 537

Loughlin, Anthony
Furrowfield School Programmes for Texas Instruments.
Gateshead Metropolitan Borough Council, Tyne and Wear (England).
PUB DATE- 82
NOTE- 56p.; Print is light and broken in parts.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Disorders; *Computer Assisted Instruction; *Computer Software; *Electronic Equipment; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; Language Arts; Mathematics; Spelling
IDENTIFIERS- England; *Texas Instruments

The booklet describes ways in which microprocessors can be used to improve motivation, concentration span, and performance, and reduce classroom management problems in pupils with learning and behavioral problems. Objectives and programs developed in a special school for disturbed children are reviewed for the following dedicated processors of Texas Instruments: the Little Professor (basic mathematics), Spelling ABC; Dataman (mathematical operations); Speak and Spell (letter and word recognition, spelling, vocabulary); and Speak and Maths (including basic operations, word problems and logical thinking). (CL)

ED 256 181 FL 015 008

Gaies, Stephen J.
Peer Involvement in Language Learning. Language in Education: Theory and Practice No. 60.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-15-599316-X
PUB DATE- 85
NOTE- 168p.
CONTRACT- 400-82-0009
AVAILABLE FROM- Harcourt Brace Jovanovich, Inc., Orlando, FL 32887.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Benefits; Individualized Instruction; Intercultural Communication; Interpersonal Communication; *Peer Influence; *Peer Teaching; *Second Language Learning; Self Esteem; *Student Attitudes; Student Motivation; Teacher Student Relationship; Teaching Methods; Time Factors (Learning); Tutoring

While not an instructional panacea, peer involvement in second language learning can provide a rich and productive supplement to the second language classroom experience. It casts learners and teachers into new roles that may lead to a variety of benefits, enriching the total educational and social environment. The systematic use of peer teachers and tutors is a much-publicized practice in contemporary education, but information about it has not been widely disseminated. While peer involvement programs are often largely in response to practical needs, they also closely reflect current views about how a second language is learned best. It is widely applicable for learners of all ages and achievement levels and for a wide variety of instructional purposes. The potential pedagogical benefits include increased individualization, intensified drill practice, and increased communication opportunities. Potential socio-affective benefits include increased motivation, strengthened cross-cultural understanding, self-concept and sense of self-direction, and reduced inhibition. To be successful, peer involvement programs must be thoughtfully planned, carefully structured, and systematically monitored. If this is accomplished, the technique may lead to a new teacher-learner relationship and form the basis for more effective and meaningful second language learning. (MSE)

ED 256 209 HE 018 243

Status of Minorities in Colorado Public Higher Education: Focus on Faculty and Staff, Fiscal Year 1983-84.

Colorado Commission on Higher Education, Denver.

PUB DATE- Jul 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Date (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Blacks; *College Faculty; *College Students; *Employment Patterns; Enrollment Trends; Females; Higher Education; Hispanic Americans; *Minority Groups; Nonprofessional Personnel; Paraprofessional School Personnel; Professional Personnel; *School Personnel; School Secretaries; State Colleges; State Surveys; Two Year Colleges
IDENTIFIERS- *Colorado; Noninstructional Staff; *Public Colleges

Data on the employment of minority faculty and staff and on minority students in Colorado public higher education are provided. For universities, comprehensive and general baccalaureate colleges, and two-year colleges, the following occupational groups are covered: executive, administrative, and managerial; faculty; professional nonfaculty; clerical and secretarial; technical and paraprofessional; skilled crafts; and service/maintenance. Findings include the following: generally, minorities and females are underrepresented in the faculty and other professional jobs, but make up a disproportionately large share of the unskilled and semiskilled occupations; since fiscal year 1979-1980, a tremendous expansion in the number of part-time employees has occurred, but the percent of part-time Black and Hispanic employees has declined; Blacks and Hispanics are underrepresented in the student population at all institutional levels; the median family income for most minority groups is less than 75 percent of the overall population average; and the percentage of the minority 25-year-old and older group with an advanced college degree is less than half the rate of Whites. (SW)

ED 256 237 HE 018 272

DeWitt, Robert Craig
Orientation Programs at Colleges and Universities within the Pittsburgh Council of Higher Education.
PUB DATE- Feb 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; *College Freshmen; Higher Education; Program Descriptions; Program Evaluation; *School Orientation; School Surveys; Staff Role; *Student Adjustment; Student College Relationship; Student Development; Student Participation
IDENTIFIERS- *Pennsylvania; Pittsburgh Council of Higher Education PA

The freshmen orientation programs offered by the colleges and universities that hold membership in the Pittsburgh Council of Higher Education (PCHE) were studied, and recommendations for a comprehensive orientation process were suggested. Interviews with three individuals for each program at nine institutions were sought; attention was directed to: goals and philosophies, content and format, staffing problems, evaluations, funding, and changes over the past five years. Eleven of 19 institutional respondents stated that their orientation program had both developmental and service aspects. The administrators felt that students needed to be aware of the counseling center, career development office, and dean of student affairs. The most common objectives of PCHE orientation programs were to familiarize students with the physical environment, expose various resources, relieve anxiety, and assist the student in developing an identity and a relationship with peers. A developmental model of orientation was proposed by which an orientation committee composed of students, faculty, and staff would determine program goals and format. A list of 16 recommendations resulting from the study and a literature review are included. (SW)

ED 256 266 HE 018 332

Ewell, Peter

The Self-Regarding Institution: Information for Excellence. NCHEMS Executive Overview.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 110p.; Executive overview prepared for the National Institute of Education Study Group on the Conditions of Excellence in American Higher Education.
AVAILABLE FROM- National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Change Strategies; Curriculum Development; Educational Objectives; *Higher Education; Improvement Programs; Information Utilization; Instructional Improvement; Knowledge Level; *Outcomes of Education; *Program Evaluation; *Self Evaluation (Groups); Skill Development; *Student Development; *Student Evaluation; Values
IDENTIFIERS- *Excellence in Education

Ways to define the outcomes of college experiences are discussed, along with the use of assessment information to improve curricula, instruction, and management. The analysis is based on the National Center for Higher Education Management Systems/Kellogg Student Outcomes Project. It is proposed that institutions achieve educational excellence by demonstrating changes in educational outcomes consistent with institutional objectives, student educational goals, and the expressed needs of society and specific constituencies. An important distinction is made between the measurement of changes and the values placed on these changes by different groups (students, the college, and special interest groups). After clarifying some different notions about educational excellence, key themes in the literature on college outcomes are reviewed. A classification of outcomes with four dimensions is covered: knowledge, skills, attitudes/values, and relationships with society. Successful assessment programs at Alverno College, Northeast Missouri State University, and the University of Tennessee are briefly considered. Some common objections to self-assessment, including faculty resistance, costs, and lack of administrative incentive, are also identified. Finally, important themes common to successful efforts and examples from institutional practice are discussed. (SW)

ED 256 395 JC 850 170

Weintraub, Jeffrey I.

LaGuardia Community College Report on Graduate Placement: Class of 1981.

La Guardia Community Coll., Long Island City, N.Y.

PUB DATE- 82

NOTE- 17p.; Prepared by the Placement Office, Division of Cooperative Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Cooperative Education; *Education Work Relationship; Employment Patterns; Followup Studies; *Job Placement; Outcomes of Education; Salaries; *Student Placement; Two Year Colleges; Vocational Followup

LaGuardia Community College (LCC) awarded associate degrees to 902 graduates in the class of 1981, an increase of 78 graduates from 1980. Each graduate was mailed a questionnaire shortly after graduation, requesting information on employment, salaries, and transfer to senior institutions. Responses from 618 (68.5%) of the graduates revealed: (1) between 1980 and 1981, there were increases in the number of graduates from the data processing (+40%), liberal arts (+27%), and business administration (+14%) programs, and decreases in the occupational therapy (-31%) and secretarial science (-12.9%) programs; (2) the transfer rate to senior colleges dropped from 62.8% in 1980 to 57.5% in 1981; (3) banking, law firms, and insurance companies attracted the largest number of graduates; (3) the average salary of a 1981 LCC graduate was $12,185, representing a 5.2% increase from 1980; and (4) LCC graduates had starting salaries an average of 7.8% higher than those of other two-year college graduates in the Middle Atlantic area. (AYC)

ED 256 105 EC 172 503

Nuttall, Ena Vazquez; And Others

A Critical Look at Testing and Evaluation from a Cross Cultural Perspective.

PUB DATE- 84

NOTE- 22p.; In: Chinn, Philip C., Ed. Education of Culturally and Linguistically Different Exceptional Children. Reston, Virginia, ERIC Clearinghouse on Handicapped and Gifted Children/Council for Exceptional Children, 1984. Chapter 2. For complete monograph, see EC 172 501.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage

PUB TYPE- Opinion Papers/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cultural Differences; *Disabilities; *Educational Diagnosis; Educational Testing; Elementary Secondary Education; Language Proficiency; *Limited English Speaking; *Student Evaluation; *Test Bias

In seeking to define and describe culturally and linguistically different exceptional (CLDE) children, common problems in distinguishing a disability from a cultural or linguistic difference are discussed. The legal mandates affecting the assessment of CLDE students are summarized. An appropriate nondiscriminatory assessment process is defined in the context of the tester, the test, and the testee. Eight approaches to eliminating or reducing bias in testing limited-English proficient students are described: translation and/or adaptation of standardized tests, establishment of ethnic norms, creation of culture-fair tests, creation of culture-specific tests, J. Mercer's multipluralistic approach, task analysis approach, criterion-referenced tests, and a global approach to test bias. Common assessment practices as reported in several surveys (1977-1984) are noted. The global approach to test bias is discussed as being the approach best suited for CLDE students because of its emphasis on the process of evaluation. Among recommendations cited are the need to develop an effective system to collect, analyze, and disseminate data about linguistic minority children as an important first step in providing appropriate cross-cultural assessment. (JW)

ED 256 121 EC 172 522

Brown, Sue; And Others

The Smallest Minority: Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students. Lower Elementary Grades: Understanding Self and Others.

Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 82
NOTE- 70p.; A part of the Hawaii Integration Project. For related documents, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Curriculum Development; Individual Differences; Learning Activities; Lesson Plans; *Peer Acceptance; Primary Education; Problem Solving; *Severe Disabilities; Social Development; *Social Studies
IDENTIFIERS- *Hawaii Integration Project

The first of 11 documents on the Hawaii Integration Project (HIP) of severely disabled students presents information on ways to tailor social studies lessons for lower elementary nonhandicapped students (K-3). The curriculum stresses similarities among students and the importance of students learning from each other. Unit I explores similarities and differences among peers and disabled and nondisabled children. Unit II offers opportunities to practice problem solving skills, with lessons on using prostheses as tools and exploring mobility alternatives. The final unit focuses on communication and incorporates lessons on pantomime, sign language, and communication with nonverbal persons. Appended material includes information on etiquette with people who have disabilities and suggestions for integrated recreational activities for disabled and nondisabled peers. (CL)

ED 256 153 FL 014 895

James, Gregory
Development of an Oral Proficiency Component in a Test in English for Academic Purposes.
PUB DATE- 84
NOTE- 36p.; Based on a paper presented at the Congress of the Association Internationale de Linguistique Apliquee (Brussels, Belgium, August 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *English for Special Purposes; Foreign Students; Higher Education; Language Proficiency; *Language Tests; *Speech Skills; *Speech Tests; *Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *English for Academic Purposes

The development of the oral component of the Test in English for Educational Purposes (TEEP) for foreign students in British universities was undertaken using information from previous oral test development efforts and a survey of 645 university admissions officers concerning students' communication skill needs. The resulting test is intended to provide an individual profile of the student's use of spoken English, particularly in academic contexts. Assessment is made with a test prerecorded on tape that the candidates listen to and respond to at intervals, ideally in a language laboratory. Much of the recorded information is also provided in printed form. Candidates demonstrate proficiency in free connected speech, oral summary of material presented graphically, asking and answering questions, responding to remarks and situations, and responding to and expressing opinions. The pilot test, which will be refined, uses five assessment criteria: appropriateness, adequacy of vocabulary for purpose, grammatical accuracy, intelligibility, fluency, and relevance and adequacy of content. An implicit objective of the test is to influence students' preparation for study in Britain and to enable them to become aware of their limitations and seek remediation. (MSE)

ED 256 223 HE 018 258

Lynch, David M.; Bowker, Lee H.
Resources Available to Department Chairs.
PUB DATE- Feb 85
NOTE- 8p.; Paper presented at the National Conference for Department Chairs (Orlando, FL, February 1985). For related documents, see HE 018 257-260.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Consultation Programs; *Department Heads; Departments; Educational Planning; *Educational Resources; Higher Education; *Information Sources; *Leadership Responsibility; National Organizations; Problem Solving; Productivity; *Professional Associations; Professional Training; Program Administration; Technical Assistance

Resources available to department chairs from the following sources are described: the department's discipline; the national higher education community; the local institution; and the chair's own skills, background, roles, and structural placement within the organization. The use of these resources to deal with common problems faced by chairs is also addressed. Resources arising from the department's discipline include accreditation procedures, standards for curriculum and staffing, consulting services, workshops, specialized publications, and colloquium visitors or other faculty exchanges. The national higher education community offers specialized training for chairs and publishes journals and resource materials. Institutional resources such as the archives, administrative reports, and database access form an important part of the strategic resources of the chair. Institutional information can provide the context for funding requests as well as data to document specific needs. These resources, and the personal leadership of the chair, can be used to enhance departmental productivity, educational service delivery, and planning and resource availability. (SW)

ED 256 252 HE 018 316

Sabatini, John A., Jr.

Out-of-State Institutions of Higher Education Operating in the State of Maryland Academic Year 1984-1985. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Dec 84

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Compliance (Legal); *Enrollment Trends; *Extension Education; Geographic Location; Graduate Study; *Higher Education; *Off Campus Facilities; School Location; State Legislation; *State Standards; State Surveys; Undergraduate Study

IDENTIFIERS- *Maryland; *Out of State Institutions

Information is presented on out-of-state institutions operating in Maryland during the 1984-1985 academic year, as well as courses and programs, enrollments by institution, and the locations of the courses. Institutional changes since the preceding academic year and the current status of approved institutions are also identified. Thirteen out-of-state institutions were approved to operate at 33 separate off-campus locations. Offerings in the state were discontinued by the University of the District of Columbia, Neumann College, and Catholic University of America. The 33 sites approved include: 11 county and private schools, 8 private organizations, 4 federal agencies, 4 Naval installations, 4 military bases, 1 hospital, and 1 church. Of the 13 out-of-state institutions, 10 were private and 3 public. Total enrollments in these 13 institutions were 2,330 during fall 1984. The universities accounting for the most enrollments were George Washington University, Florida Institute of Technology, Central Michigan University, and American University. Seventy-nine percent of the enrollments were in four fields, business (33 percent), engineering (22 percent), computer science (17 percent), and education (7 percent). The text of state regulation on out-of-state programs is appended. (SW)

ED 256 367 IR 051 109

Buschman, John

Toward a Foundation of Library Philosophy: Comparing the Medieval and Modern Library.

PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; *Library Materials; Library Research; *Library Role; *Library Science; *Library Services; *Medieval History; Modern History; Position Papers

Through a comparison of the historical perspectives of medieval and modern libraries, this paper is designed to clarify the purpose and goals of the library, and to promote a public and intellectual debate to guide future developments. The Middle Ages were chosen because libraries possessed an importance and centrality to learning, civilization, and intellectual debate that has not been duplicated since that time. The modern academic library was chosen as the basis of comparison because it corresponds the most closely with the medieval library in terms of overall intellectual trends. An examination of the institutional and social contexts of libraries in both time periods includes discussions of preservation, scholasticism, size and scope of collections, and the library's role. A discussion of the library service concept and its role in helping to decide some of the academic institution's goals concludes the paper. A 17-item bibliography is provided. (THC)

ED 256 381 JC 850 146

Hubbard, Elizabeth; And Others
ABE/ESL Reading Manual: A Guide for Lincoln County Instructors.
Lincoln County School District, Oreg.; Linn-Benton Community Coll., Albany, Oreg.
PUB DATE- 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Educational Diagnosis; *English (Second Language); Instructional Materials; *Reading Instruction; Recordkeeping; Remedial Instruction; *Remedial Reading

Designed as a guide for instructors in Lincoln County, Oregon Adult Basic Education (ABE) and English as a Second Language (ESL) programs, this reading manual attempts to assist in the diagnosis and remediation of student reading problems. Introductory sections provide information on the development and use of the manual, and on the philosophy and goals of the ABE-ESL program and objectives for readers at the 0-3 grade levels and 4-5 grade levels. The next section presents an introduction to the assessment of reading skills, including information on the use of various reading tests, instructor and student preparation, steps for diagnostic procedures, and basic reading skill areas. The purpose of the next section is to show how materials chosen for the ABE-ESL program relate to the program's objectives, and to describe how the materials are used to remediate specific skills. Next, the manual discusses several unconventional approaches to remedial instruction, including the multi-sensory approach, neurological impress method, glass analysis, and cloze procedure. In the next section, records and forms to help the teacher assess student progress and the effectiveness of instructional methods and materials are discussed. After discussing two readability formulas, the manual provides a sample of teaching aids, including a list of paperbacks, vocabulary methods for visual and auditory learners, a series of word lists, pronunciation hints, 15 principles of teaching word identification, instructions for building sight vocabularies and using language experience with adults, and a glossary. (LAL)

ED 256 409 JC 850 185

Glenn, Hugh W.

The Saddleback Community College District: Selected Demographic Data. Final Report.

Saddleback Community Coll. District, Mission Viejo, CA.

PUB DATE- Jan 85
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Community Characteristics; Community Colleges; *Demography; *Enrollment Projections; Housing; *Population Growth; Population Trends; Two Year Colleges

Prepared to assist in decision making regarding the programs, courses, and services offered by Saddleback College, California, this report presents current and projected population data for Orange County and the Saddleback Community College District (SCCD); present and projected college enrollment and weekly student contact hours (WSCH); and projected construction of single and multiple family units within the geographic boundaries of the SCCD. Following introductory material which discusses the effects of an anticipated increase in population in southern Orange County on enrollment in the district, the report provides information on the county population and its projected growth. The next sections look at the projected population of Orange County by age ranges, and of selected community analysis areas. Next, enrollment projections indicate that enrollment and WSCH at Saddleback College are both expected to gradually increase through 1993. Tables trace actual and projected enrollments from 1975 through 1993, focusing on day credit, evening credit, non-credit, and total enrollment and WSCH. Expectations regarding construction and housing in the SCCD are discussed next, followed by data on fall 1984 enrollments at Saddleback College. Appendices provide additional information on housing construction and fall 1984 enrollments at Saddleback College. (AYC)

ED 256 090 EC 172 088

Valentine, Michael A.
Predicting Special Education Students' Success in Vocational Education Programs.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Dropout Characteristics; *Prediction; Secondary Education; *Success; *Vocational Education
IDENTIFIERS- West Virginia

The study was designed to investigate selected variables of handicapped students who complete or drop out of vocational education programs by (1) describing the characteristics of handicapped students in vocational education programs and (2) analyzing variables which may contribute to discriminating between those students who complete all requirements, complete less than all requirements or drop out of vocational education programs. Selected variables regarding handicapped and non-handicapped students who were enrolled in vocational education programs in West Virginia during 1981-82 were obtained. Subjects consisted of all handicapped students (N=2604) and a randomly selected sample of non-handicapped students (N=3679). Descriptive statistical procedures and a stepwise discriminant analysis of the Statistical Package for Social Sciences were utilized to accomplish the analysis. Results indicated that the typical handicapped student was mentally retarded and more than likely enrolled in a Trade and Industrial occupations curriculum. In addition, the handicapped student could best be described as a Caucasian male who was between the ages of 16 and 18 and was enrolled in a curriculum designed for the handicapped. As a result of the stepwise discriminant analysis, two functions containing 15 variables were generated. Those variables most significantly contributing to discrimination between students who drop out and students who complete all requirements were (1) enrollment in an Office Occupations program, (2) enrollment in a Trade and Industrial Occupations program, (3) enrollment in an Agriculture program, (4) presence or absence of a handicapping condition, and (5) participation in a vocational education program within Region 2. (Author/CL)

ED 256 137   EC 172 538

Frain, Joan

Project UPSTART. Final Report, October 1, 1983-September 30, 1984.

Easter Seal Society for Disabled Children and Adults, Inc., Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 31 Dec 84

NOTE- 140p.; For final report for previous year, see ED 247 681.

GRANT- G008301512

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Infants; *Outreach Programs; Preschool Education; Program Descriptions; Program Development; *Severe Disabilities; Young Adults

IDENTIFIERS- Project UPSTART

Project UPSTART, during this fourth year of outreach, offered assistance in replicating its developed Sequenced Neuro-Sensorimotor Program (SNSP) for severely multihandicapped infants, pre-schoolers, young adults and their families. Future replication sites were identified. Programs received outreach assistance in the areas of staff training, follow-up consultation, child/parent programming, and evaluation. Opportunity to field-test the SNSP was provided by the three replication sites two second generation sites, and the model classroom. University students, teachers, therapists, paraprofessionals and volunteers were trained. UPSTART disseminated its developed program for severely/profoundly handicapped and offered assistance through awareness, training and consultive activities on a nationwide basis. Outreach accomplishments are summarized by site and benefits accrued from stimulating program development are specified. Appended material includes sample site agreements, end-of-year questionnaires, and workshop materials. (Author/CL)

ED 256 168 FL 014 989

Lazos, Hector

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres, cuadernos I y II. Edicion para el estudiante. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as the Children's Teachers. Parents as Resources for the Teachers. Series E: Success with Parent Participation, Books I and II. Student Edition. Bilingual Education Teacher Training Packets.)

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

NOTE- 77p.; For teacher edition, see ED 228 868.

LANGUAGE- Spanish

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Instructional Materials; Language Acquisition; *Parent Participation; *Parent Role; *Parent Student Relationship; *Parent Teacher Cooperation; *Socialization; *Teacher Education Curriculum

The student versions of two learning modules for teacher training in bilingual education are part of a series focusing on promoting parent participation in the school system. An introductory section discussing the overall objectives of the materials is followed by two modules, each consisting of introductory sections and two units containing several readings, exercises and activities, and a brief bibliography. Pre- and post-tests are also provided for each module. The first module addresses the role of parents as teachers of their children, and contains units on parents as teachers of the first or native language and as teachers of socialization strategies. The second module focuses on parents as resources for teachers in the schools, and contains units on parent assistance in organization, administration, and supervision of the students, and parents as models for the students. (MSE)

ED 256 281 HE 018 349

Barak, Robert J.
State Level Academic Program Review and Approval: 1984 Update.
State Higher Education Executive Officers Association.
PUB DATE- Mar 84
NOTE- 26p.; Prepared for the SHEEO Inservice Education Project.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Evaluation Criteria; Government School Relationship; Higher Education; National Surveys; Outcomes of Education; *Program Evaluation; *Program Proposals; *State Boards of Education; *Statewide Planning
IDENTIFIERS- Program Discontinuance

Criteria used by states for review and approval of academic programs were investigated in 1983 based on a survey of boards of education of states belonging to the State Higher Education Executive Officers (SHEEO). The survey revealed an overall increase in state-level program review activity. While the general criteria for program review and approval were very similar from state to state, differences were found for specific indicators of each criterion and the weight given to each criterion. In general, the criteria related to the purposes of the review and the type of board. Typical general criteria included: quality, need/demand, relation to institutional mission, cost for new programs, and productivity for existing programs. The existing and/or potential duplication of a program was also frequently included as an evaluation criterion. There was increasing use of simple outcomes measures (e.g., information on program graduates, success on required professional examinations, entrance to graduate schools) in the review of existing programs. For the 50 states, the District of Columbia, and Puerto Rico, a chart indicates the authority of the state to recommend, approve, or discontinue programs by type of college/university. Maps also illustrate states where the board has program approval/review authority. (SW)

ED 256 295 IR 011 592

Beuthner, Reginald, Comp.; And Others
Film Handbook. Communication Manual. 2nd Edition.
Jamaica Broadcasting Corp.; University of the West Indies, Mona (Jamaica).
PUB DATE- 83
NOTE- 390p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audio Equipment; Audiotape Recordings; *Editing; *Film Production; *Films; Foreign Countries; *Photographic Equipment; *Photography; Production Techniques; Scripts
IDENTIFIERS- *Jamaica

Reference material is provided in this book for editors, producers, camera and sound technicians, others working in film, and film students. Each chapter is a self-contained unit about specific aspects of film-making, designed to accompany film courses being offered by the University of the West Indies, the Jamaica Broadcasting Corporation, and the Institute of Mass Communication, in conjunction with Friedrich-Ebert-Stiftung. The following topics are addressed: (1) the Jamaican film; (2) perception; (3) organization and setting up: location or studio, personnel, finance; (4) scripts: development of the idea, treatments, screenplays, shooting scripts; (5) light; (6) filmstock; (7) cameras; (8) lenses; (9) filters; (10) use of lights; (11) the exposure meter; (12) camera work: camera angles, camera movement, the hand held camera, composition, eye scan; (13) continuity of time, place, and action; (14) the laboratory: forced development, answer prints, optical printers, prints, and printing masters; (15) sound: functions of sound; (16) sound recording: nature of sound, magnetic recording, synchronous sound recording, types of sound; (17) editing: sound editing problems; and (18) editing procedure: sound editing. (LMM)

ED 256 309 IR 011 629

DeGraff, Jeff
The Relationship of Film Theory to Instructional Television.
PUB DATE- Jan 85
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Television; *Evaluation Methods; *Film Study; *Instructional Design; *Popular Culture; *Production Techniques; Television Research; Visual Literacy

Ways in which instructional design specifications for television production may be extended into a more precise domain, where forms of representation may be cataloged and culturally defined, are suggested in this study. Differences between film and television are discussed, and a distinction is made between format codes (i.e., culturally and historically articulated rules and sets of identifiable elements manifested in film and television program types) and presentational forms (i.e., the manner in which textual information is organized and represented. Burch's formalist film theory, which identifies presentational forms, is used as a framework for the creation of an inductive comparative analysis technique for examining the use of presentational forms in instructional television texts. This method also incorporates the television theory of John Ellis (1982) to provide a context for the production, distribution, and reception of these presentational forms in a cultural framework. Ellis' television theory is employed to examine Burch's methodology. An example illustrates the application of the inquiry technique to an instructional television program entitled "Supervisory Skills Assessment." Nineteen references are listed. (LMM)

ED 256 323 IR 011 643

Koetting, J. Randall

Video as a Means for Analyzing Teaching: A Process of Self-Reflection and Critique.

PUB DATE- Jan 85

NOTE- 25p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Learning Processes; Models; *Research Methodology; Research Problems; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods; *Teaching Skills; *Videotape Recordings

IDENTIFIERS- *Freire (Paulo)

This paper argues that during the past two decades, research on teaching effectiveness can be identified with three differing paradigms: (1) the technical/"scientific"; (2) the humanistic; and (3) the person-centered paradigms. It is further proposed that if teaching is viewed as an art or craft and learning as an ever present process, rather than an "event," the real complexity of the teaching/learning experience can be clarified, and that to accomplish this in a way different than the identification of discrete behaviors/outcomes, it is necessary to redefine the problems for analysis. A theory base or rationale is provided for the extensive use of video in the analysis of teaching, in order to clarify the theory-practice dilemma. A model is proposed for the analysis of teaching through a process of self-reflection and critique, based on the problem-posing, dialogic model of Paulo Freire. It is suggested that use of such a model will require an extensive use of video with actual teaching/learning situations and the development of a framework for analyzing the teaching/learning process. Seventy-two references are listed. (LMM)

ED 256 338 IR 011 658

Smith, Patricia L.
Supplantation versus Generative Models: Implications for Designers of Instructional Text.
PUB DATE- Jan 85
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Design Requirements; *Instructional Design; *Instructional Materials; *Learning Strategies; *Models; *Research Needs
IDENTIFIERS- Printed Materials

Two instructional design alternatives are described and discussed: (1) the supplantation model of Ausburn and Ausburn (1978), where learning strategies are built into the instructional materials; and (2) a generative design model, where strategies are "built" into the learner. These contrasting models are proposed as representing the extremes of a continuum that illustrates the ratio of the amount of processing support provided by the instruction to the amount of cognitive elaboration required of the learner. The relative advantages and disadvantages of each model are examined, and a line of research is suggested for investigating the conditions under which each model, or compromises between the two models, might be appropriate. This discussion is related to current philosophical questions in the field of instructional design. Examples are used from the design of instructional print. Twenty-six references are listed. (LMM)

ED 256 353 IR 051 095

Daval, Nicola, Ed.
Telecommunications and Research Libraries: 1984 and Beyond. Minutes of the Semiannual Meeting (104th, Colorado Springs, Colorado, April 25-27, 1984).
Association of Research Libraries, Washington, D.C.
PUB DATE- Apr 84
NOTE- 171p.; For related document, see ED 244 630.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (ARL members, $7.50; non-members, $12.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Conferences; Higher Education; *Information Networks; Library Associations; *Library Automation; Position Papers; *Research Libraries; *Telecommunications
IDENTIFIERS- *Associati[illegible] of Research Libraries; Library Materials Conservation

Minutes from the 1984 Membership Meeting of the Association of Research Libraries include the full-text of four presented papers: "The Next Generation of Telecommunications Systems" (William F. Utlaut); "Structure of the Present Telecommunications Network" (Donald J. Muccino); "Alternatives to the Bell System" (C. Thomas Taylor); and "The Political and Social Impact of Changes for Libraries" (Walter G. Bolter). Discussion comments follow the last two papers and a three-member panel reacts to the fourth. Session II of the Business Meeting is covered in detail and comprises remarks from five members of the Preservation Panel as well as eight reports: (1) ARL Executive Director; (2) Council on Library Resources Economics Seminar; (3) Committee on ARL Statistics; (4) ARL Microform Cataloging Clearinghouse; (5) Council on Library Resources (CLR) Bibliographic Services Development Program; (6) Office of Management Studies; (7) Council on Library Resources Professional Education and Training for Research Librarians Program; and (8) ARL President. Eight appendices of supporting information include the Executive Director's Report; a CLR paper, "Preserving Our Intellectual Heritage: General Directions and Next Steps"; a Progress Report on the CLR Bibliographic Services Development Program; lists of attendance from member institutions, members, and guests and staff; a list of officers, the board, and committees of ARL; and the 1983 Auditor's report. (THC)

Wittstruck, John R.
Requirements for Certificates, Diplomas and Associate Degrees: A Survey of the States.
State Higher Education Executive Officers Association.
PUB DATE- Apr 85
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Community Colleges; *Degree Requirements; *Educational Certificates; Graduation Requirements; National Surveys; *Two Year Colleges

Results are presented from a national study of requirements for educational certificates, diplomas, and associate degrees. The first sections of the study report present the objectives of the survey; look at the background and context of the study; review major findings; discuss recent studies and policy statements on the associate degree; and offer a summary and recommendations. Next, state-by-state summaries of requirements for certificates, diplomas, and associate degrees are presented. These include statements and definitions of the types of awards granted and the institutions that validate the degrees and certificates awarded. Study highlights, based on responses from 44 states and the District of Columbia, include: (1) 13 certificate titles, 10 diploma titles, and 19 associate degree titles were referenced by the state respondents; (2) 60 semester hours or the equivalent was generally accepted as the minimum total for the associate degree; (3) general education requirements for the associate degree approximated 45 hours (75%), 30 hours (50%), and 15 hours (25%) for the Associate of Arts, the Associate of Science, and the Associate of Applied Science, respectively; and (4) the states used little common language to describe award titles and award requirements in the formal documentation. Extensive appendices cover state sources of award requirements and definitions; state agencies providing oversight of awards; policy statements on the associate degree; survey correspondence; and a list of survey respondents and other state contacts. (HB)

ED 256 033 EA 017 657

Bagin, Rich
How to Publish a School Newsletter. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 85
NOTE- 4p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; Delivery Systems; Elementary Secondary Education; Information Needs; *Newsletters; *Principals; Readability; *School Publications; User Satisfaction (Information)

Principals who make the decision and investment to produce a school newsletter should follow these guidelines to obtain an informative and attractive product. The first step is to define the purpose of the newsletter, then determine the target audience--probably parents--and write the newsletter with them in mind. Next, decide what the newsletter should say and aim the content at the target audience. A letter size sheet, printed on both sides, is usually sufficient. The design element should strive for clarity and simplicity and the style should be jargon free, clear, and consistent. Although the principal is in charge, staff members can be enlisted to assist in the project. Newsletters should be mailed, or student groups paid a small fee for home delivery. Finally, after a year of publication, the objectives and purposes of the newsletter should be reviewed. (MLF)

ED 256 048 EA 017 673

Ruegg, Rosalie T.; Marshall, Harold E.
Economic Evaluation of Building Design, Construction, Operation and Maintenance. Instructor's Manual.
National Bureau of Standards (DOC), Washington, D.C.
REPORT NO.- NBS-TN-1194
PUB DATE- Jun 84
NOTE- 321p.; For the workbook for this seminar, see EA 017 674.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-003-02597-8; $8.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Design; *Building Operation; *Cost Effectiveness; Decision Making; Energy Conservation; *Evaluation Methods; Facility Guidelines; Government Publications; *Life Cycle Costing; Maintenance; *Problem Solving; Structural Elements (Construction); Teaching Guides; Visual Aids
IDENTIFIERS- *Economic Evaluations

This instructor's manual describes each section of a 3-day technical seminar on how to measure the economic impact of alternative designs, systems, and operation and maintenance strategies in federal buildings. The manual was prepared to help instructors of the General Services Administration conduct technically sound and comprehensive seminars. For each technical session, the manual provides an introduction explaining the purpose of that session followed by copies of each visual and an outline of the commentary that would accompany that visual. The seminar covers the fundamentals of lifecycle cost, benefit-to-cost ratio, savings-to-investment ratio, internal rate of return, and payback analyses; sensitivity and probability analyses; break-even analysis; replacement decisions; and the solution of sample building problems that illustrate these economic evaluation methods. The sessions alternate between presentations of economic theory required for evaluating problems and actual problems that illustrate the economic evaluations in practice. Real building design problems with an emphasis on energy conservation are presented for individual and group solutions. The manual describes step by step how to present the problems and how to solve them. It presupposes an existing familiarity of the instructors with the basic concepts and evaluation techniques used in the seminars. (The appendixes contain a sample 3-day agenda and a selective bibliography of 13 citations that describe in detail the economic methods presented.) (Author)

ED 256 062 EA 017 689

Rapp, James A.
Legal Aspects of Evaluation.
PUB DATE- 8 Mar 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Check Lists; Constitutional Law; Courts; Elementary Secondary Education; *Evaluation Methods; Legal Responsibility; School Law; Teacher Dismissal; *Teacher Evaluation; *Teacher Rights
IDENTIFIERS- National Teacher Examinations

From a legal perspective, teacher evaluations can be a school's most valuable tool when administrators need to pursue or defend personnel actions. The first step in a practical evaluation process is to determine the evaluation's purpose, and the second is to determine what is to be evaluated. Evaluations should focus on factors that actually affect teaching competence and that can be evaluated without denying constitutional rights. The third step is to select suitable evaluation methods. Nonobjective criteria might not be acceptable in some cases, and the National Teacher Examinations have failed to meet court tests in some situations. The fourth step is to select a qualified evaluator. Fifth, the evalaution process must be publicized and implemented. Administrators must make sure their evaluations will be useful by including narrative descriptions of substantive facts as well as comments on how unsatisfactory performance can be improved. Evaluation procedures should incorporate the provision of notice of deficiencies to teachers, avoidance of several possible discriminatory practices, and protection of confidentiality. A checklist of evaluation procedures, a humorous test reviewing points made in the document, and a suggested evaluation policy for school board adoption complete the document. (PGD)

ED 256 196 HE 018 230

Chase, Clinton I.; Wakefield, Linda M.

Testing and Grading: Faculty Practices and Opinions. Indiana Studies in Higher Education Monograph No. 51.

Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
PUB DATE- Apr 84
NOTE- 18p.; Appended questionnaire may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *College Faculty; Departments; *Educational Testing; *Grading; Higher Education; Intellectual Disciplines; Objective Tests; Questionnaires; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Indiana University

Procedures used by 55 faculty in the evaluation of students in various academic areas in Indiana University were studied. The majority of respondents taught undergraduates, were male, and were experienced, full-time faculty. Business faculty used primarily essay tests and research papers, while physical science faculty used mostly objective tests, homework assignments, and research papers. In all of the other academic areas, a wide variety of products were considered when compiling grades. Fine arts faculty employed the widest variety of student products. Findings suggested the following: instructors felt that they adequately communicated the course objectives and the grading method to students; objective rather than subjective evaluation was preferred most by business and physical science faculty and least by humanities and fine arts faculty; faculty felt that the same products and standards should be used for all students in the class, while some faculty altered these requirements to accommodate minority and foreign students; and the more data-oriented disciplines preferred objective procedures. The grading questionnaire is appended. (SW)

ED 256 210 HE 018 244

Outreach Policies and Procedures, 1984-5.
Colorado Commission on Higher Education, Denver.
PUB DATE- 84
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Accountability; *Adult Students; *Board of Education Policy; College Students; Compliance (Legal); Credit Courses; *Distance Education; Educational Finance; Educational Supply; Government School Relationship; Higher Education; Independent Study; Lifelong Learning; Noncredit Courses; *Outreach Programs; Program Descriptions; Quality Control; *State Programs; Tuition
IDENTIFIERS- *Colorado

Policies of the Colorado Commission on Higher Education on the outreach program for adult students are outlined, along with procedures to be followed by participating institutions. The program encompasses both noncredit and credit instruction at all levels and may be offered on- or off-campus in traditional or nontraditional formats and time schedules. Outreach institutions also are authorized to offer outreach programs via television and other media. Information is provided on: institutional responsibility, service areas, budgeting and funding, reporting, system support contribution, tuition and fees, minimum class size, student qualifications and services to students, faculty standards, program and course approval and quality control, credit earned in off-campus programs, policies on independent study, facilities, and space available programs. Appendices include: maps of outreach advisory committee regions and primary service areas, military/outreach forms, institutional outreach program budget request, instruction manual, policy compliance form, Montrose Education Center class report form, outreach degree program proposal format, and year-end financial report. (SW)

ED 256 238 HE 018 273

Gill, Wanda E.
Supervision Evaluation.
Bowie State Coll., Md.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 24p.
GRANT- G008401710
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Developmental Studies Programs; Disabilities; Disadvantaged; Employee Attitudes; Employer Employee Relationship; Higher Education; *Leadership Styles; Resource Centers; State Colleges; Study Centers; *Supervisors; *Tutors
IDENTIFIERS- *Bowie State College MD; *Special Services for Disadvantaged Students

Tutors' perceptions of their supervisor/leader in the Academic Skills/Learning Resources Center at Bowie State College were surveyed. Twenty tutors employed by the center through the Special Services for Disadvantaged Students project were administered the Leader Effectiveness and Adaptability Description questionnaire developed by Hersey and Blanchard. The center provides tutorial, learning skills, counseling, and cultural services to low income and/or handicapped students. Ten of the tutors had only been employed for 10 weeks, while 10 had been employed for 2 or more semesters. There was a difference in the evaluation of the supervisor by new and old tutors. Old tutors perceived the supervisor/leader's style as more effective than did new tutors. The results support the notion that the employee's view of the supervisor is more consistent with the supervisor/leader's self-evaluation than is the perception of the supervisor in new supervisor-employee relationships. The responses of both new and old employees to each questionnaire item are indicated. The questionnaire consists of 12 situations and 4 possible actions by the leader. The respondent circles the alternative that best describes the behavior of the group's leader. (SW)

ED 256 396 JC 850 171

Weintraub, Jeffrey I.
LaGuardia Community College Report on Graduate Placement: Class of 1982.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Cooperative Education; *Education Work Relationship; Employment Patterns; Followup Studies; *Job Placement; Outcomes of Education; Salaries; *Student Placement; Two Year Colleges; Vocational Followup

A study was conducted at LaGuardia Community College (LCC) to gather information on 1982 graduates entering the labor market, which industries were hiring graduates, salary data, transfer information, and comparison of LaGuardia graduates to those of comparable institutions. Questionnaires mailed to all 835 members of the class of 1982, telephone surveys, and additional data obtained from the Admissions Office provided information on 594 (71.1%) of the graduates. Study findings included the following: (1) curricular areas showing the largest increases in graduates over 1981 were data processing (+40%), occupational therapy (+45%), dietary technician (+166%), and secretarial science (+7.8%); while decreases were seen in liberal arts (-50%), business administration and management (-13.5%), and human services (-32.1%); (2) secretarial science graduates accounted for the highest concentration of graduates in one curriculum (22.3%); (3) the transfer rate to senior colleges increased from 57.5% in 1981 to 58.7% in 1982; and (4) the average salary of a LCC graduate was $12,624, with liberal arts, business, and accounting graduates reporting the largest salary increases and data processing and human services graduates reporting slight salary decreases. (AYC)

ED 256 076 EA 017 712

Kimbrough, Ralph B.

Ethics: A Course of Study for Educational Leaders.

American Association of School Administrators, Arlington, Va.

PUB DATE- 85

NOTE- 94p.; Approved by the Ethics Committee.

AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00139; $8.95 plus $2.50 shipping and handling; quantity discounts; orders of $20.00 or less must be prepaid; prepaid orders over $20.00 will not be billed for shipping and handling).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrative Principles; *Administrator Responsibility; Adoption (Ideas); Behavior Standards; Codes of Ethics; Critical Thinking; Cultural Influences; Decision Making; *Educational Administration; *Ethics; Integrity; Moral Values; Traditionalism

IDENTIFIERS- American Association of School Administrators

This monograph provides readings in ethical thought and professional ethics in educational administration, supplemented by case studies illustrating ethical problems administrators face. Comments on the field of ethics and the importance of administrative ethics introduce the booklet, along with background information about the booklet and suggestions for its use. Three chapters present the bulk of the discussion. First, obligations of administrators are identified, including legal obligations, "obligations of form," commitment to professional excellence, avoiding conflict of interest, formality, justice, loyalty, prudence, and whistle-blowing; the need for a binding code of ethics is argued. Second, traditional sources of moral values are discussed, including cynicism, hedonism, sophism, stoicism, and Machiavellianism; the idea of the "true believer" is also noted. Third, conflicting strains of ethical thought, and their development and implications, are examined. The chapter covers the institutionalization and acceptance of moral philosophies, the exercise of pure reason, revelation as a source of ethics, naturalistic moral philosophies, ethical systems based on empirical study of society, experimentalism, logical positivism, utilitarianism, existentialism, and other moral philosophies. Following a conclusion that summarizes the previous 3 chapters, appendixes present 18 case studies and the American Association of School Administrators' code of ethics. (MCG)

ED 256 106 EC 172 504

Rueda, Robert
Cognitive Development and Learning in Mildly Handicapped Bilingual Children.
PUB DATE- 84
NOTE- 15p.; In: Chinn, Philip C., Ed. Education of Culturally and Linguistically Different Exceptional Children. Reston, Virginia, ERIC Clearinghouse on Handicapped and Gifted Children/Council for Exceptional Children, 1984. Chapter 3. For complete monograph, see EC 172 501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Students; *Cognitive Development; Curriculum Development; Functional Literacy; Intermediate Grades; *Mild Disabilities; *Writing Processes

The theoretical background and empirical studies concerned with the relationship between language and cognition in bilingual children and in bilingual mildly retarded children are examined. It is suggested that the effects of bilingualism are not necessarily detrimental to mildly handicapped children. Cognitive and interactional factors in the acquisition of literacy are discussed in the context of previous research and of observations of an ongoing investigation in a self-contained classroom composed of bilingual mildly handicapped children (grades 4-6). Here the instructional approach emphasizes the acquisition of writing skills through interaction in meaningful learning activities (journal writing). A reconceptualization of the teaching/learning process as a mutually constructed, interactive activity is advocated as holding much promise in the development of effective instructional options for bilingual handicapped students. (JW)

ED 256 122 EC 172 523

Brown, Sue; And Others

The Smallest Minority: Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students. Upper Elementary Grades: Understanding Prejudice.

Hawaii Univ., Honolulu. Dept. of Special Education.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.

PUB DATE- 82

NOTE- 68p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.

CONTRACT- 300-80-0746

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Bias; Group Dynamics; Group Experience; *Group Membership; Intermediate Grades; Lesson Plans; Mainstreaming; *Severe Disabilities; Social Studies

IDENTIFIERS- *Hawaii Integration Project

The document, one of 11 in a series developed by the Hawaii Integration Project, focuses on the social studies topic of understanding prejudice. The curriculum is designed for grades 4-6 and includes in its first unit an exploration of the dynamics of groups and group membership. In the three lessons students experience the feelings of acceptance or rejection firsthand and analyze the privileges and responsibilities attached to membership. Unit II addresses the interactions between and among groups, specifically the prejudice generated by one group for or against another group. Lessons feature a role playing situation in which students experience the effects of prejudice and activities designed to highlight observation of similarities and differences and distinctions between disabilities and handicaps. In the final lesson, students participate in an integrated activity with a special education class. (CL)

ED 256 182 FL 015 009

Barnitz, John G.
Reading Development of Nonnative Speakers of English: Research and Instruction. Language in Education: Theory and Practice, No. 63.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-15-599315-1
PUB DATE- 85
NOTE- 122p.
CONTRACT- 400-82-0009
AVAILABLE FROM- Harcourt Brace Jovanovich, Inc., Orlando, FL 32887.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Applied Linguistics; Bilingualism; Classroom Techniques; *Cognitive Processes; Comparative Analysis; *English (Second Language); Language Acquisition; *Literacy; Orthographic Symbols; *Reading Instruction; *Reading Research; *Second Languages; Teacher Education; Vocabulary Development

A state of the art report on the development of native and second language reading skills in nonnative English speakers begins with a review of the reading process and the relationship of language to the reading process. The second chapter reviews various levels of language and relates them to reading and learning to read a first and second language. Two questions are addressed: (1) to what extent do language proficiency or language differences affect reading and learning to read a second language? and (2) what principles and methods are useful in facilitating the nonnative speaker's acquisition of English literacy? First and second language reading research is examined and compared, and teaching strategies and techniques are reviewed. Finally, some related issues in applied linguistics and second language literacy are discussed, including (1) the relationship of orthographies, bilingualism, and reading; (2) initial literacy in the native vs. the second language; (3) similarities and differences in learning to read in different languages; and (4) needs in teacher education programs concering language differences and reading. Suggestions for further reading, a list of organizational resources, and a bibliography are included. (MSE)

ED 256 224 HE 018 259

Bowker, Lee H.; Lynch, David M.

Strategies Deans and Vice-Presidents Can Use to Enhance Teaching in Their Institutions.

PUB DATE 19 Mar 85
NOTE- 6p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, IL, March 17-20, 1985). For related documents, see HE 018 257-260.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *College Instruction; *Deans; Faculty Evaluation; Higher Education; *Instructional Improvement; Interprofessional Relationship; *Professional Recognition; Research Projects; Resource Allocation; Teacher Administrator Relationship; *Teaching (Occupation)

Four strategies that deans and vice-presidents can use to enhance teaching are suggested. The first strategy is to seek out and fund teaching support activities that are the state of the art in each discipline. The second is to reward professors for excellence in teaching more than for excellence in research. Third, administrators should develop teaching evaluation systems that are valid, reliable, and supported by the faculty. Finally, administrators should distinguish between research that enhances teaching and research that detracts from teaching using the following dimensions: time requirements, relationship to subject matter taught, and involvement of students in the research process. Teaching is served best when administrators budget funds to acquaint teachers with new teaching developments in their disciplines and to purchase equipment that will allow faculty to implement these developments in the classroom. Rewards for excellence in teaching fall into four categories: symbolic rewards, interpersonal rewards, resources, and articulation with major career decision points. The teaching evaluation process should be based in part on documentary evidence, including a complete set of course syllabi and teaching vitae. (SW)

Cole, Charles C., Jr.
Active Group Learning: A Selective Study of Effective Public Humanities Programs.
National Federation of State Humanities Councils, Minneapolis, MN.
PUB DATE- 85
NOTE- 79p.
AVAILABLE FROM- National Federation of State Humanities Councils, 12 South 6th Street, Suite 527, Minneapolis, MN 55402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; Andragogy; *Audience Participation; *Community Programs; *Enrichment Activities; Experiential Learning; Field Instruction; Higher Education; *Humanities; Learning Theories; Program Descriptions; *State Programs

A study of active group learning that occurred during 61 state humanities programs in 35 states is discussed, and 11 recommendations to state humanities councils are offered. Information was obtained from a mail survey and review of state council proposals and narrative reports. Definitions of learning and information on the following learning theories are included: behaviorist, cognitivist, and humanist. Also discussed are learning styles and adult learning theories, including andragogy, self-directed learning, and perspective transformation. Notable public humanities projects in which active group learning occurred are described. They involve the following approaches: audience discussions, bus tours, call-in radio programs, case studies, Chautauqua programs, collaborative projects, computer projects, debates, exhibits with interaction, festivals, field trips, games and simulations, living history projects, multi-faceted projects, panel presentations, participation in archaeological digs, role playing, scholar-in-residence programs, seminars, union shop steward's sessions, educational presentations at historical or archaeological sites, telephone conference calls, theaters as classrooms, town meetings, walking tours, workshops, and writing projects. (SW)

ED 256 267 HE 018 333

Tom, Alice K.
Individualized Study Program. Interim Evaluation Report.
California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Jan 83
NOTE- 25p.; For related documents, see HE 018 336 and HE 018 343.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; Basic Skills; Comparative Analysis; *Developmental Studies Programs; *Disadvantaged; Ethnic Groups; Full Time Students; *Grade Point Average; Higher Education; *High Risk Students; *Individualized Instruction; Minority Groups; Nontraditional Students; Open Enrollment; Part Time Students; Program Evaluation; Questionnaires; *Remedial Programs; Selective Admission; State Universities
IDENTIFIERS- Course Load; *University of California Davis

Results of an evaluation of the Individualized Study Program (ISP), a 2-year pilot program at the Learning Skills Center (LSC) of the University of California, Davis, are presented. The program target group were disadvantaged students who had not met the university's entrance requirements. The ISP, which is designed to improve retention of students with academic skill deficiencies, allows students to reduce their academic unit load, as long as they spent 9-12 hours per week improving basic skills through self-paced coursework, lab work, or intensive counselor assistance at the LSC. Some students maintained a full study load (12 units or more) with counselor assistance. After administering diagnostic reading, mathematics, and essays exams, an individualized study plan is developed. For students who choose a reduced course load, the student's schedule is stated in the form of a contract, an example of which is appended. Data are included on the sex and ethnicity of ISP and comparison students; and grade point averages of ISP participants, nonparticipants, and other student groups. Appendices include a list of general offerings of ISP, and a program evaluation form. (SW)

ED 256 368 IR 051 110

Epstein, Susan Baerg
Testimony from Maine Librarians regarding Statewide Automation Planning.
SPONS. AGENCY- Maine State Library, Augusta.
PUB DATE- Nov 84
NOTE- 84p.; For related document, see IR 051 111.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Library Automation; Library Cooperation; Library Networks; *Library Planning; Library Services; Library Surveys; *Library Technical Processes; Position Papers; Public Libraries; Special Libraries; State Libraries; *State Programs; *Statewide Planning
IDENTIFIERS- *Maine

In preparation for a 2-day workshop on the potential for library automation in Maine, comments regarding expectations for the workshop, specific questions, and concerns were solicited from librarians throughout Maine. This document comprises written testimony received by the solicitor. Among the issues addressed are: needs and desires in the area of technology; automation and/or technologies being used now or intended to be used in the near future; expected level of involvement in statewide automation; suggestions for funding of technology; functions to be automated including a union catalog of books, reference database searching, electronic mail, automated cataloging or acquisitions, circulation, internal library office functions; and changes anticipated in the library. Responses from more than 35 libraries (academic, public, state, and special) are presented. (THC)

ED 256 382 JC 850 150

Mahoney, James R., Ed.
Community, Technical, and Junior College Directory, 1985.
American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-151-1
PUB DATE- 85
NOTE- 111p.; For 1984 directory, see ED 244 713.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; *Enrollment; Fees; Full Time Faculty; *Full Time Students; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students

Based on a 1984 survey of all accredited two-year colleges in the United States and members of the American Association of Community and Junior Colleges (AACJC) in other countries, this directory provides a comprehensive list of the 1,222 community, junior, and technical colleges as well as statistics on enrollment and staffing for each. Following introductory material on the uses of the directory, information is presented on the AACJC; its mission and goals; and its affiliated councils, associates, and board of directors. After explaining how to interpret data, summarizing changes since 1984, and defining key terms, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calender; October 1983 and 1984 full- and part-time and total enrollments; community education enrollments in 1983-84; full- and part-time and total faculty, professional staff, and administrators as of October 1984; and tuition and fees required in 1984-85. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, technical, and junior college organizations and state administrators of two-year college education and an alphabetical listing of colleges conclude the directory. Appendices include the AACJC constitution. (LAL)

ED 256 410 JC 850 186

Curriculum Committee Study Task Force Report to the Modesto Junior College Academic Senate.

Modesto Junior Coll., Calif.

PUB DATE- Feb 85

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Curriculum; Community Colleges; *Curriculum Development; School Surveys; Two Year Colleges

A study was conducted by Modesto Junior College (MJC) to gather statewide data on the structure, responsibilities, and operating procedures of curriculum committees and to develop recommendations regarding the ideal committee for MJC. Curriculum committee chairs and knowledgeable faculty members at each community college in California were surveyed. Study findings, based on responses from both the committee chair and a faculty representative from each of 49 colleges, included the following: (1) most curriculum committees were under the jurisdiction of the chief executive officer or chief instructional officer; (2) faculty turnover on the committees was very high, resulting in a perceived need among faculty for a manual detailing policies and procedures; (3) faculty members felt that the administrators controlled the committee, while the administrators felt the faculty controlled the committee; (4) a widely distributed manual of policies and procedures enabled the committee to function more effectively; and (5) faculty members felt the need for access to curriculum information. Based on study findings, recommendations were made for the development and dissemination of a manual of curriculum committee procedures at MJC, and for the increased distribution of the minutes of curriculum committee meetings. (AYC)

Levine, Martin G.
Playball, Fanaticos! A Spanish-English Baseball Dictionary.
PUB DATE- 85
NOTE- 105p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Athletics; *Baseball; Dictionaries; *English; *News Media; *Spanish; *Vocabulary

A bilingual baseball dictionary was designed for intermediate and advanced level students of Spanish or English who want to read about baseball games in the newspapers or follow the coverage on the radio or television. The dictionary includes enough vocabulary to help the fan enjoy the game from the perspective of another language and culture. The Spanish is that used by the sports media in Southern California and Mexico. All entries are accompanied by illustrative sentences. Spanish-English and English-Spanish sections each include sections on the major league teams, the line-up, and basic baseball vocabulary. (Author/MSE)

ED 256 091 EC 172 089

Stirling, Gloria; And Others
Cognitive Training Program for Youths/Young Adults Having a Spinal Cord Injury.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Cognitive Development; Coping; Emotional Adjustment; Foreign Countries; Learning Problems; *Physical Disabilities; *Problem Solving; Rehabilitation Programs; Young Adults
IDENTIFIERS- Ontario

The pilot study determined the effectiveness of a cognitive skills training program on both the vocational retraining of five young adults with traumatic spinal cord injuries and learning difficulties and the adaptation process to an altered lifestyle required by permanent paralysis. After a 40-hour Instrumental Enrichment (IE) program, Ss showed significant gains in intellectual, cognitive and problem solving skills. Although behavioral observations indicated psychological and personality changes, these were not evidenced on formal measures. Gains over a wide range of abilities add support to the hypothesis that the IE program was responsible for the improvements in cognitive skills and more effective problem solving skills. Ongoing research is showing that such gains are reliable and are maintained at a 1-year follow-up. (Author/CL)

ED 256 138 EC 172 539

Hadley, Marilyn; Johnson, Eugene
An Impact Study of PL 94-142 Spending in South Dakota. A Technical Report.
South Dakota Univ., Vermillion. Educational Research and Service Center.
PUB DATE- 80
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Financial Policy; *Individualized Education Programs; Program Budgeting; *Program Costs; *Program Evaluation
IDENTIFIERS- *Education For All Handicapped Children Act; *South Dakota

A study of the impact of PL 94-142 (The Education For All Handicapped Children Act) spending in South Dakota was conducted during the first half of 1980. The study focused on financial and programmatic factors and addressed the following purposes: analyzing the reporting system for the expenditures of PL 94-142 funds, and formalizing the relationship between these expenditures and the service needs contained on Individual Education Plans (IEP's). From a random sample of eight South Dakota school districts, data were collected from state and local documents and from interviews with school personnel. The financial phase of the study suggested that the reporting system should be changed to collect more detailed information; supplanting appeared to be taking place in several school districts; and most PL 94-142 monies have been spent for salaries and fringe benefits for the instructional program. The programmatic phase of the study resulted in the following findings: PL 94-142 funds were being spent on implementation of full services for handicapped children, child identification, and development and implementation of the IEP's; special education staff and students have increased with the staff/student ratio remaining constant; PL 94-142 monies were being used to provide services specified or student IEP's; and most IEP's were not written in a manner that complies with federal guidelines. (Author/CL)

ED 256 169 FL 014 990

Rodriguez, Rodolfo, Comp.

Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres, cuaderno III. Edicion para el estudiante. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Success with Parent Participation, Book III. Student Edition. Bilingual Education Teacher Training Packet).

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

NOTE- 184p.; For teacher edition, see ED 228 869.

LANGUAGE- Spanish

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; *Decision Making; Federal Legislation; Federal Regulation; Instructional Materials; *Parent Participation; *Parent Student Relationship; *Teacher Education Curriculum

The student version of a learning module for teacher training in bilingual education is one of three focusing on promoting parent participation in the school system, and concentrates specifically on the role of parents as counselors and co-participants in decisionmaking. An introductory section discussing the overall objectives of the materials is followed by two units, each consisting of several readings with self-testing materials and suggested activities. The readings concern such topics as minority group involvement in education, the parent role in education, compensatory education in educational planning, parent-teacher conferences, current understanding of the advantages to students of parent involvement, parent participation in bilingual programs, federal requirements regarding participation, pressure groups, and [illegible] Chicago parent leadership training program. Lists of information sources, relevant ERIC document abstracts, and selected bibliographies are also included. (MSE)

ED 256 282 HE 018 350

Davidson, Kerry

School-College Articulation: What Can SHEEO Agencies Do?

State Higher Education Executive Officers Association.

PUB DATE- 9 Aug 83
NOTE- 9p.; Supported in part with funds from the Frost Foundation.
AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Agency Role; *Articulation (Education); Beginning Teachers; *College Preparation; *College School Cooperation; General Education; Governance; Government School Relationship; Higher Education; National Organizations; Public Policy; State Boards of Education; *Statewide Planning
IDENTIFIERS- *State Higher Education Executive Officers Assn

Issues concerning articulation between high school and college are discussed, along with the role of the State Higher Education Executive Officers (SHEEO) agency. The situation in Louisiana is used as illustration. One important consideration is communicating clearly the meaning of general education within the baccalaureate degree, based on cooperation between State Boards of Education and higher education institutions. Statewide definitions of baccalaureate education are needed in order to communicate expectations or requirements to secondary schools. Additional issues of school-articulation that SHEEO agencies should address include: the abilities that high school graduates should possess; the range of postsecondary experiences provided to students; assistance available to students after they matriculate; standards for new teachers; and the appropriate authority for setting standards and curricula for high school teachers. In many states the overall responsibility for the governance of secondary schools and colleges is organized separately. Accountability for statewide educational policies is best achieved through the diffusion of power, characterized by different pathways to officeholding, multiple jurisdictions, and overlapping responsibilities. (SW)

ED 256 296 IR 011 593

Montague, William E.; Wulfeck, Wallace H., II
Computer-Based Instruction: Will It Improve Instructional Quality?
Navy Personnel Research and Development Center, San Diego, Calif.
PUB DATE- 83
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Epistemology; *Instructional Design; Instructional Innovation; *Microcomputers; *Program Implementation; *Technological Advancement; Technology Transfer
IDENTIFIERS- Computer Uses in Education

The dramatic and increasing availabilty of relatively cheap computer power has led people to tout microcomputers as the solution to education and training problems. However, such panaceas for educational problems fail because they do not address the real ingredients for successful instruction or the problems of large-scale implementation. Improvement in instruction, computer-based or not, will be a relatively slow, evolutionary process because: (1) attempts to improve instructional quality using systems approaches have shown how difficult it is to do and to manage; (2) use of computer-based instructional tools is in a rudimentary state of development; (3) improvements in instructional design technology depend on still-developing changes in the scientific base provided by the cognitive and computer sciences; and (4) any widespread use of computer-based instruction (CBI) requires the acquisition and standardization of programs, provision for their distribution, and their incorporation into schooling. Therefore, the prospects for attaining large increments in instructional effectiveness depend on understanding of instructional psychology and cognitive science, and on the ability to implement CBI on a large enough scale to make a difference. The potential for improvement in instructional quality is here, and progress will be made, but it will not be rapid or revolutionary. (Author/LMM)

ED 256 310 IR 011 630

Dwyer, Francis; And Others

Varied Self-Paced Micro-Computer Based Instructional Programs for Addressing Individual Differences when Acquiring Different Levels of Instructional Objectives.

PUB DATE- Jan 85
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; College Freshmen; *Computer Assisted Instruction; Feedback; Higher Education; Intermode Differences; *Microcomputers; *Pacing; *Programed Instruction; *Time Factors (Learning)

The effects of three types of pacing in microcomputer-based instructional programs were examined by evaluating learning competency on five achievement tests ranging in difficulty from memorizing facts to solving problems. Subjects were 100 first-term freshmen enrolled at Ohio State University who completed a microcomputer program on heart physiology. Pacing levels were either: the self-paced program; an externally paced program, based on normal reading speed, plus cognitive processing time; an externally paced program, based on normal reading speed, without cognitive processing time; and the control group. (This group took the five tests, but received no instruction.) The learning tasks included a list learning task; a spatial learning task with cued-recall; a simple concept learning task; a complex concept learning task; and a spatial learning problem with free recall. Overall time to complete the instructional programs by each student was recorded, as well as the number of options for feedback on each subject working through the programs. Results favored moderate levels of external pacing. It was concluded that permitting students to interact in a totally self-paced instructional environment may not be the most effective method for facilitating student achievement for all types of microcomputer instruction. Eighteen references are listed. (LMM)

ED 256 324 IR 011 644

Lyness, Ann L.

Effectiveness of Interactive Video to Teach CPR Theory and Skills.

PUB DATE- 20 Jan 85
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Conventional Instruction; First Aid; Higher Education; *Intermode Differences; *Teaching Methods; *Videodisc Recordings; *Video Equipment
IDENTIFIERS- *Cardiopulmonary Resuscitation; Interactive Video; Nursing Students

This study investigated whether an interactive video system of instruction taught cardiopulmonary resuscitation (CPR) as effectively as traditional instruction. Using standards of the American Heart Association, the study was designed with two randomized groups to be taught either by live instruction or by interactive video. Subjects were 100 students, primarily between ages 18 and 20, the majority of whom were nursing students. Both groups were taught theory and skills of basic life support including the components listed as: single rescuer (heartsaver), two rescuer, obstructed airway, and infant rescuer. Following instruction and practice, separate CPR evaluators tested individuals from either group without knowing the type of instruction they had received. For both the written test and the performance of heartsaver skills on the first attempt, there was no signficant difference between traditional CPR instruction and instruction by interactive video. Additionally, the interactive video system was superior in teaching the obstructed airway in basic life support. Fourteen references are listed. (Author/LMM)

ED 256 339 IR 011 659

Stevenson, Robert B.

Computer Literacy and Empowered Learning: A Theoretical Perspective.

PUB DATE- Jan 85
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Computer Literacy; Computers; Dialogs (Language); *Educational Objectives; *Epistemology; Interaction; Socialization; *Teaching Methods

The dual conception of literacy as functional knowledge and communication skills has provided the parameters of the debate on computer literacy, which has focussed on what type of knowledge is necessary, and what level, if any, of programming should be taught. These arguments and definitions, however, reflect a particular view of epistemology, pedagogy, the nature of communication, and the role of schooling in relation to the social order. An alternative view of these assumptions implies a markedly different conception of computer literacy. Unlike the dominant functional paradigm, the critical paradigm views knowledge as more subjective, spiritual, and personal; recognizes the learner as an active participant in the production of meaning; and links the possession and creation of knowledge. To empower students to learn in a dialogical relationship with a computer, the only solution compatible with the critical paradigm is to treat the computer as a cultural object for critical reflection. The computer has a place in the curriculum as an object of inquiry in the continual construction of social knowledge. All other conceptions of computer literacy risk assigning consciousness and autonomy to computers, and therefore surrendering our uniqueness as human beings and our quest for the meaning of existence. (LMM)

ED 256 354 IR 051 096

Means, Barbara B.
Thesaurus of Educational Nonprint Terms.
PUB DATE- 15 Jan 85
NOTE- 134p.; Prepared by the Media Librarian of the Delaware-Chenango BOCES, Norwich, NY.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cataloging; *Educational Media; Elementary Secondary Education; *Films; *Nonprint Media; *Subject Index Terms; Thesauri; *Videotape Cassettes

This classification system was constructed to provide a controlled vocabulary for current educational nonbook materials, especially films and videocassettes. It is designed to help users catalog nonprint materials in any given subject area and at any grade level easily and quickly. The main arrangement is an alphabetical display of terms followed by their cross-references in a word-by-word alphabetizing sequence. An additional display includes the grouping of the terms under broad subject categories to provide an easy access point to the terms in the thesaurus; this arrangement serves as an informal table of contents to the vocabulary. Terms were collected by consulting "Sears Guide to Subject Headings," "Thesaurus of ERIC Descriptors," "The Film File," "Dewey Decimal Classification," "The Core Media Collection for Elementary Schools," "The Core Media Collection for Secondary Schools," and the film catalogs of a number of New York State BOCES (Boards of Cooperative Educational Services). The acceptability of terms to be included was determined by systematic perusal of film, videocassette, and filmstrip annotations of the Delaware-Chenango BOCES holdings. (Author/THC)

ED 256 034 EA 017 658

Technology Education: A Modern Focus for Industrial Arts.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 85
NOTE- 7p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts; orders of $15.00 or less must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charts; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Group Instruction; *Industrial Arts; *Technical Education; Technology
IDENTIFIERS- American Industrial Arts Association; *Technology Education

Efforts are currently underway to adjust the focus of industrial arts instruction to concentrate more on the study and understanding of technology and its role in our lives. For many years industrial arts programs have been industry-based; however, many professionals support a curriculum that will relate industrial arts instruction more closely to the contemporary world by shifting the focus to technology itself. To help educators understand the structure and implementation of a technology education, specifics are provided for each school level that include goals, program descriptions, outcomes, and courses. Charts show the recommended scope and sequence. Brief descriptions of what five other schools are already doing and a list of seven annotated sources of information are appended. (MLF)

ED 256 049 EA 017 674

Ruegg, Rosalie T.
Economic Evaluation of Building Design, Construction, Operation and Maintenance. Seminar Workbook.
National Bureau of Standards (DOC), Washington, D.C.
REPORT NO.- NBS-TN-1195
PUB DATE- Jun 84
NOTE- 188p.; For the instructor's manual for this seminar, see EA 017 673.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-003-02597-6; $4.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Building Design; *Building Operation; *Cost Effectiveness; Energy Conservation; *Evaluation Methods; Government Publications; *Life Cycle Costing; *Problem Solving; Public Facilities; Solar Energy; Workbooks
IDENTIFIERS- *Economic Evaluations

This workbook has been prepared for participants in the seminar, "Economic Evaluation of Building Design, Construction, Operation and Maintenance." It has two main functions: (1) to provide basic resource materials, references, and introductions to methods employed in the seminar; and (2) to provide instructional problems for solution by the participants. Specifically, it contains brief discussions of key elements in performing economic evaluations: discounting, escalation, establishing a study period, project selection techniques, and treatment of uncertainty; explanations of supporting analysis techniques--break-even analysis and replacement theory; and problems, worksheets, and solutions. Cross-references are given to related sections of a reference manual (NBS Handbook 135) and to case studies that illustrate the topics. The objectives of the seminar are to provide participants with a working knowledge of economic evaluation procedures for making building decisions, and to improve their decision-making abilities related to cost management and to the design and selection of buildings and building systems. Th seminar has been developed for building design engineers and architects, project planning and programming staff, managers of building programs, procurement officers and contract coordinators, building construction estimators, and building analysts. (Author)

ED 256 063 EA 017 691

Furtwengler, Willis J.
Implementing Strategies for a School Effectiveness Program.
PUB DATE- 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Change; Educational Environment; Educational Research; Group Dynamics; Interpersonal Relationship; Leadership; *Program Effectiveness; *School Effectiveness; Secondary Education; Student Participation; Student Role; Teacher Role; Teamwork

Thirteen of 14 secondary schools increased their educational effectiveness by participating in a long-term, 12-step change process with two significant features: several measures were applied to develop a picture of each school's effectiveness, and student involvement in the process was considered essential. Schools were categorized by effectiveness using measures of socialized behavior, academic achievement, school culture and climate, and participation by teachers and students in voluntary activities. The 12-step process undertaken by the schools involved (1) acceptance of leadership responsibility by administrators, (20 appointment of a change team including teachers and administrators, (3) team review of school effectiveness, (4) appointment of a student leadership group, (5) planning for a leadership retreat, (6) participation in the retreat, (7) creation of task forces to address specific problems, (8) establishment of task force meeting agendas, (9) planning of inservice training, (10) documentation of changes in effectiveness, (11) establishment of annual leadership team elections, and (12) a year-end review. The school effectiveness program works primarily because it alters the informal social agreements made among students, teachers, and administrators about how members of each group are expected to act. This leads to new social agreements, norms, or understandings about priorities for the schools. (PGD)

ED 256 123 EC 172 524

Hemphill, Norma Jean; And Others
The Smallest Minority: Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students. Secondary Grades: Understanding Alienation.
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 82
NOTE- 83p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Alienation; Curriculum Development; Lesson Plans; Peer Acceptance; Rejection (Psychology); Role Playing; Secondary Education; *Severe Disabilities; Social Attitudes; *Student Attitudes
IDENTIFIERS- *Hawaii Integration Project

The curriculum is an adaptation of a secondary social studies curriculum designed to help nonhandicapped students understand alienation. In Unit I, students explore their personal experiences of alienation either as victims or perpetrators. In lessons 1 and 2 they role play an alienating situation in the classroom and analyze such past experiences of their classmates. In the third lesson, students practice problem solving skills to find solutions to situations in which individuals or groups are left out. Unit II addresses the specific alienating problems faced by disabled persons. General accessibility problems are introduced in lesson 1, followed by investigations in lessons 2 and 3 of the school's physical and programmatic barriers. The final lesson encourages students to overcome barriers through contact with special education students. (CL)

ED 256 155 FL 014 959

Gutstein, Shelley P.; And Others
Using REAL English: Writing a Dialogue Journal.
PUB DATE- Mar 83
NOTE- 24p.; Based on a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 15-20, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Dialogs (Language); *Diaries; *English (Second Language); Individualized Instruction; *Second Language Instruction; *Teacher Student Relationship; *Writing Exercises; Writing Skills
IDENTIFIERS- *Dialogue Journals

Dialogue journal writing offers students of English as a second language (ESL) authentic, natural communication practice in the classroom. It is an interactive, self-generative, cumulative and functional writing/reading exchange between student and teacher, and is being used successfully in many kinds of ESL classrooms, with all age groups, and with all levels of English proficiency. Benefits to students are that: (1) it helps to remove barriers between teachers and students and equalizes their roles as seekers and providers of information; (2) students practice writing in a natural, conversational style; (3) it is a versatile in-class warm-up activity; (4) it provides the student with individual attention in a non-threatening context, free from correction and grading; (5) it provides an audience for the students; and (6) the interaction involves both reading and writing. Pedagogical, professional, and personal benefits also accrue to teachers: the journal can be used as a diagnostic tool; it provides feedback about the lessons to the teacher; it provides a bridge between students and the culture; and teachers learn from and about the students and their cultures. Research is in progress on the changes in grammatical structures in the course of a journal, acquisition of the ability to accomplish speech acts as manifested in journal entries, and the topics chosen by students in a university ESL program. Although the journal-writing program can be organized many ways, relaxed, simplified responses and efforts to draw out the students are often most successful. (MSE)

ED 256 197 HE 018 231

Worth, Michael J., Ed.
Public College and University Development: Fund Raising at State Universities, State Colleges, and Community Colleges.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-232-2
PUB DATE- 85
NOTE- 170p.; For related document, see HE 018 232.
AVAILABLE FROM- Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($20.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; Business; College Presidents; *Community Colleges; Donors; *Fund Raising; Higher Education; Industry; Institutional Advancement; Philanthropic Foundations; *Private Colleges; *Private Financial Support; Public Policy; *School Business Relationship; *State Colleges; Two Year Colleges; Volunteers
IDENTIFIERS- Corporate Support; *Public Colleges

Differences in fund raising in public and private colleges are considered in 14 papers, with attention to different strategies, the organization of the effort, and special considerations. Article titles and authors are: "Private Support of Public Higher Education" (Michael J. Worth); "Organization of Fund Raising at Public Institutions" (John W. Leslie); "The Private Foundation at a Public University" (Curtis R. Simic); "Working with Volunteers" (Barbara W. Snelling); "Role of the Public College or University President in Fund Raising" (James L. Fisher); "Annual Giving at Public Institutions" (Robert R. Ashton); "The Role of Major Gift Clubs at Public Institutions" (Donald L. Lemish); "Corporate and Foundation Support for Public Institutions" (George E. Moore); "Capital Campaigns at Public Institutions" (Robert B. Rennebohm) "Planned Giving Programs at Public Institutions" (J. Robert Sandberg); "Raising Funds for Faculty Support" (Marion B. Peavey); "Athletic Fund Raising" (Ian T. Sturrock); "Fund Raising for Two-Year Colleges" (Stephen R. Wise, Marlene W. Camper); "State Laws and Policies Affecting Private Support for Public Higher Education" (Constance Kravas); and "The Public-Private Partnership" (M. Worth). (SW)

ED 256 211 HE 018 245

Carter, Glenda, Comp.
ASHE Directory of Funded Research Opportunities for Pre-Post-Doctoral Students of Higher Education.
Association for the Study of Higher Education.
PUB DATE- Mar 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business; Doctoral Programs; Donors; *Eligibility; Fellowships; *Financial Support; Graduate Study; *Grants; Higher Education; Organizations (Groups); *Philanthropic Foundations; Postdoctoral Education; *Research Opportunities

Information about 18 organizations that provide funding for individual, group, or organizational research efforts is presented. The organizations include foundations, corporations, and government and nonprofit agencies. Descriptions are provided for 13 organizations that provide educational grants and 5 organizations that provide miscellaneous grant or fellowship opportunities. Information is also given on the types of projects funded and their application procedures, along with the contact address. The organizations that provide educational grants are as follows: the Benton Foundation, the Bush Foundation, Carnegie Corporation of New York, the Charles E. Culpeper Foundation, Educational Testing Service, the Fund for the Improvement of Postsecondary Education, Government of the District of Columbia, the Edward W. Hazen Foundation, the William and Flora Hewlett Foundation, the W. K. Kellogg Foundation, the Andrew W. Mellon Foundation, National Cash Register, and the Alfred P. Sloan Foundation. The additional five funding groups are: the Booth Foundation, the Camille and Henry Dreyfus Foundation, the Kresge Foundation, the Pew Charitable Trusts, and the Rockefeller Foundation. (SW)

ED 256 239 HE 018 274

A Compilation of Federal Education Laws. Volume III, Higher Education, as Amended through December 31, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Dec 84

NOTE- 323p.; For an earalier edition, see ED 234 684.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *American Indians; College Buildings; College Libraries; Construction Programs; *Educational Legislation; Facility Improvement; *Federal Aid; *Federal Legislation; Financial Support; Fine Arts; Graduate Study; *Higher Education; Humanities; International Education; Museums; Sciences; *Student Financial Aid; Teacher Education; Undergraduate Study

IDENTIFIERS- *Higher Education Act 1965

A compilation of federal higher education laws is presented that covers: general higher education programs; Native American higher education; museums, arts and humanities, and the National Science Foundation; and assistance to specified institutions. The following legislation is included: Higher Education Act of 1965, Titles I, II, III, and IV; Student Financial Assistance Technical Amendment Act of 1982, Titles V, VI, VII, VIII, IX, X, XI, and XII; Higher Education Amendments of 1968; Education Amendments of 1972 and 1980; First and Second Morrill Acts; Bankhead-Jones Act; Housing Act of 1950; Harry S. Truman Memorial Scholarship Act; Navajo Community College Act; Tribally Controlled Community College Assistance Act of 1978; National Foundation on the Arts and the Humanities; Museum Services Act; Arts and Artifacts Indemnity Act; National Science Act of 1950; Act of March 2, 1867; Howard University Endowment Act; Herbert Hoover Memorial; Grants to Eisenhower College and to Samuel Rayburn Library; Education Amendments of 1980; Public Law 98-480 (Higher Education Projects); and Public Law 98-558 (Human Services Reauthorization Act). (SW)

ED 256 369 IR 051 111

Epstein, Susan Baerg

Maine State Library. Transcription of an Automation Workshop and a Public Hearing regarding Library Automation (Augusta, Maine, September 17-18, 1984).

SPONS. AGENCY- Maine State Library, Augusta.
PUB DATE- Sep 84
NOTE- 152p.; For related document, see IR 051 110.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Library Automation; Library Cooperation; *Library Networks; Library Planning; Library Research; *Library Services; *Library Technical Processes; Microcomputers; Online Systems; Position Papers; Public Libraries; Special Libraries; State Libraries; Statewide Planning; *Technology
IDENTIFIERS- *Maine

This document contains the full transcript of a 2-day workshop on library automation. The first day of the workshop was devoted to a review of the state-of-the-art of library automation and the second day included presentation of testimony by Maine librarians. The transcript of the first day includes discussions of the historical development of library automation; growth of the for-profit information sector; library standards; studies of online catalog use; automated circulation systems; online catalogs; microcomputers and software programs; cost considerations; copyright; retrospective conversion; online searching; and library networks, as well as an extensive question and answer session. The second half of the document includes more questions and answers and official testimony from participants representing libraries throughout the state of Maine. (THC)

ED 256 397 JC 850 172

A Study of Attrition among Students at LaGuardia Community College: Report of Findings.

Kane, Parsons and Associates, Inc., New York, N.Y.

SPONS. AGENCY- La Guardia Community Coll., Long Island City, N.Y.

PUB DATE- Nov 83

NOTE- 151p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Aspiration; Academic Persistence; Community Colleges; Cooperative Education; *Dropouts; Educational Attitudes; *Enrollment Influences; Participant Satisfaction; Predictor Variables; *School Holding Power; *Student Attrition; *Student Characteristics; Student Needs; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In 1981-82, a study was conducted to determine why students left LaGuardia Community College (LCC) before completing the requirements for an associate degree. Interviews were conducted with dropout students over the course of the study, and questionnaires were administered to entering and continuing students to provide a comparative framework. The study focused on reasons for withdrawal, current activities of dropouts, demographic and educational characteristics of dropouts and continuing students, attitudes toward LCC, academic plans and expectations, work and finances, the cooperative education program, academic ability and basic skills courses, studying, homework, and consultation with teachers, freshman seminar, use of services and assistance at LCC, suggestions for dropout prevention, and anticipated social life at LCC. Study findings included the following: (1) a relatively small number of motives explained dropping out for the majority of students, with various personal problems (e.g., family problems, health, pregnancy, and/or marriage) accounting for just over half of all withdrawals; (2) other reasons for dropping out included characteristics of the school itself (especially lack of specific programs), poor motivation, career choices that do not need college-level study, and academic deficiencies; (3) 23% of the dropouts enrolled in other educational programs; (4) LCC dropouts and continuing students did not differ either on demographic variables or on measures of past educational performance or ability; and (5) students who left LCC were less likely to have financial aid or parental assistance and more likely to work full-time than continuing students. The survey instruments are appended. (AYC)

ED 256 411 JC 850 187

Haase, M.; Caffrey, Patrick
Sacramento City College Assessment Center Research Report: Assessment Procedures, Fall 1983 - Fall 1984.
Sacramento City Coll., Calif.
PUB DATE- May 85
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Community Colleges; *Educational Testing; Grades (Scholastic); Standardized Tests; *Student Evaluation; *Student Placement; *Testing Programs; Two Year Colleges; *Two Year College Students

Studies and analyses conducted by the Assessment Center at Sacramento City College (SCC) between fall 1983 and fall 1984 provided the data on SCC's students and services which are presented in this report. Following an overview of the significant findings of the year's research efforts, part I sets forth the purpose of the report and part II reviews the trends and priorities revealed by the Center's activities. Part III provides a statistical overview of the scope of services of the Center between November 1, 1983 and March 31, 1984. Part IV looks at the competency levels of SCC students as determined by the Stanford Test of Academic Skills (TASK), while part V provides data on the placement level of the assessed students and part VI offers a profile of students taking the TASK Test between November 1, 1983 and March 31, 1984. Part VII presents a study of student progress through developmental English and reading courses to English 1A, and part VIII contains a study of the grade distribution of developmental education courses. Parts IX, X, and XI provide results of English essay examinations; information on the Puente Project, a special program to bridge the gap between students' vocational aspirations and academic skills; and results of a comparison of TASK scores to grades in selected courses. Part XII provides a survey of a Psychology I alternative education program, and part XIII contains information on student waivers granted in spring 1984. In part XIV, a statistical profile of Center services is provided for April 1, 1984 to October 31, 1984. Subsequent sections provide information on levels of competency, placement levels, student profiles, and student waivers based on research conducted during this period. Information on assessment and placement needs and a high school outreach study, presented in tabular form, are appended. (AYC)

ED 256 425 JC 850 201

Alaska High School Seniors Survey Report, 1984-85. Document Number 85-4.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- Apr 85

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Bound Students; Educational Attitudes; Graduate Surveys; High Schools; *High School Seniors; Participant Satisfaction; Questionnaires; State Surveys; *Student Characteristics; *Student Educational Objectives; *Terminal Students

IDENTIFIERS- *Alaska

In fall 1984-85, a study of high school seniors in Alaska was conducted to determine the students' opinions of their high school experience, their need for additional assistance in selected academic and career planning areas, and to obtain general demographic data and information on students' plans after graduation. A 16-item questionnaire was sent to all 207 Alaska public and private schools identified as having seniors in attendance. Based on responses from 3,206 of the estimated 6,068 students enrolled in the twelfth grade in Alaska, study findings revealed: (1) 35.2% of the respondents identified athletic and recreational facilities as outstanding in their high schools and 33.9% saw counseling and guidance services as outstanding; (2) 27.9%, 20.3%, and 25.0% of the respondents identified school rules, laboratory facilities, and counseling and guidance services as poor; (3) 50.4% of the seniors expressed the need for assistance in deciding on a career/education and 50.3% in improving math skills; (4) 45.9% of the seniors planned to attend a four-year college after graduation, 10.2% to attend a two-year college, and 12.1% to get a full-time job; (5) the most popular choices for seniors in terms of occupational preference were for business management and education; and (6) 35.0% of those seniors planning to pursue postsecondary education intended to enroll in Alaska, 13.3% in California, and 11.7% in Washington. (HB)

ED 256 077 EA 017 715

Shapiro, Arthur

A Theory of Institutional Change and Control: Tri-Partite Power. Revised.

PUB DATE- 83
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 23-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Bureaucracy; Elementary Secondary Education; Institutional Environment; *Leadership Qualities; *Leadership Styles; *Organizational Change; Organizational Climate; Organizational Effectiveness; *Organizational Theories; Organizations (Groups)
IDENTIFIERS- *Tri Partite Power Theory

This paper describes the Tri-Partite Theory of institutional change, which proposes that organizations in general and educational institutions in particular pass through three phases, each dominated by a specific personality type: person-orientation (loyalty to a charismatic leader as the basis of motivation); plan-orientation (functions controlled by a planner, supported by members); and position-orientation (bureaucratic ossification and loss of purpose). Each of these phases of orientation, and the personality types that dominate them, are described in detail, along with examples from a wide range of historical, organizational, and educational contexts. Included is a discussion of an optimum "synergistic" personality type, combining traits of both the charismatic leader and the planner. Implications of the Tri-Partite Theory for selecting educational leaders are then discussed. (TE)

Ortiz, Alba A.
Language and Curriculum Development for Exceptional Bilingual Children.
PUB DATE- 84
NOTE- 25p.; In: Chinn, Philip C., Ed. Education of Culturally and Linguistically Different Exceptional Children. Reston, Virginia, ERIC Clearinghouse on Handicapped and Gifted Children/Council for Exceptional Children, 1984. Chapter 4. For complete monograph, see EC 172 501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Instructional Materials; *Bilingual Students; *Curriculum Development; *Disabilities; Elementary Secondary Education; *Language Proficiency; *Limited English Speaking

Emerging issues and recent literature associated with language and curriculum development for exceptional bilingual students are discussed. Studies are cited which document student gains in achievement as a result of native language, English-as-a-second-language, or bilingual education strategies with handicapped limited-English-proficient (LEP) students. Issues explored include language choice, cultural relevance in curriculum, student involvement in the learning process, internal perceptions of control, and teacher-pupil interactions. Topics related to instructional models and teaching strategies are introduced, including second language acquisition, instrumental enrichment, educational implications of hemispheric research, and materials and media. Four service delivery models, including a bilingual special education model, are outlined. Finally, categories of instructional personnel who should be targeted for special training in bilingual special education are listed. Among conclusions cited is the need for a networking of agency efforts to meet the needs of LEP handicapped students. (JW)

ED 256 183 FL 015 036

Cook, James
Improving Fossilized Pronunciation: Approach, Techniques, and Strategies.
PUB DATE- 13 Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Strategies; *English (Second Language); *Pronunciation Instruction; Second Language Instruction; *Speech Habits

An approach to reversing pervasive pronunciation errors in students of English as a second language has been developed that uses a variety of techniques and strategies based on the assumptions that: (1) changing habits is a gradual process; (2) progress occurs when students are aware of their problems and the solutions; (3) most learning must occur outside class; (4) individualized instruction is needed; (5) pronunciation is a skill that improves with systematic exercise; and (6) for advanced fossilized speakers, consonant clusters at word junctures require complex movements of the speech organs and muscles. Music pedagogy has provided assistance through its approaches to practice in general, scale practice in particular, and the concept of movement from one musical position to another. The approach adapted from these techniques concentrates on remediating pronunciation errors occurring in the flow of speech due to inherent difficulty of the sounds themselves and from the movement from one sound to another, particularly consonant clusters not treated in most texts. The techniques involve pretesting, analysis, recordkeeping, exercises for identified problem areas, and in-class activities to form new speech habits, including teacher encouragement, taping of student speech and progress, and grading based on both effort and success. The strategies used include motivation, time management, and teacher assistance. The approach is found to require teacher commitment and work, but also to produce immediate results. (MSE)

ED 256 225 HE 018 260

Lynch, David M.; Bowker, Lee H.

Supporting Teaching in Research Universities and Teaching Colleges.

PUB DATE- 19 Mar 85

NOTE- 9p.; Paper presented at Session 52 of the National Conference on Higher Education sponsored by the American Association for Higher Education (Chicago, IL, March 1985). For related documents, see HE 018 257-259.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *College Instruction; Colleges; Continuing Education; *Deans; *Financial Support; Graduate Study; Higher Education; Liberal Arts; *Research; *Resource Allocation; *Teacher Centers

IDENTIFIERS- *Research Universities

The viewpoints of graduate deans, continuing education deans, and chief liberal arts academic officers about the relative availability of institutional funds to support teaching and research are compared. Distinctions between research universities and teaching colleges in funding teaching and research activities are also explored, based on the perspective of chief liberal arts academic officers. Data were obtained through three administrator surveys. Graduate deans generally believed that institutions more often provide excellent funding for activities in support of teaching than for activities in support of research, except for research sabbaticals. Continuing education deans and chief liberal arts academic officers believed activities in support of teaching to be generally better funded than activities in support of research, except funding for computers. Research universities appeared to fund research activities better than teaching colleges, but the differences between research universities and teaching colleges were much more limited in supporting teaching-related activities. Data are included on the ratings of the three sets of administrators on funding for various activities in support of teaching and research. (SW)

ED 256 254 HE 018 318

Primary Health Care in Undergraduate Medical Education. Report on a World Health Organization Meeting (Exeter, England, July 18-22, 1983).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1027-4
PUB DATE- 84
NOTE- 74p.
AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Teaching (Health Professions); College Role; Educational Objectives; Educational Planning; *Foreign Countries; Government School Relationship; Higher Education; *Medical Education; Preventive Medicine; *Primary Health Care; *Public Health; *School Community Relationship; Seminars; *Undergraduate Study

Ways to improve the training of undergraduate medical students in primary health care are identified, based on a seminar organized by the World Health Organization Regional Office for Europe and the Government of the United Kingdom. Primary health care is concerned with preventing and treating illness and promoting health, based on applying biomedical, behavioral, and health services research and public health experience. Obstacles to reorienting medical education to primary health care include: confusion about the objectives of undergraduate medical education; isolation of medical schools from communities; lack of intersectoral coordination for health purposes; departmentalism in medical education; and political, professional, and commercial resistance to primary health care. Conditions that are needed to reorient medical education include: government commitment, health resources planning, support from medical schools, educational planning, and evaluation procedures. Also discussed are the use of the community as a training setting for primary health care, and orienting the medical school toward primary health care. Appendices include summaries in French, German, and Russian and a list of five questions that were provided to seminar participants. (SW)

ED 256 268 HE 018 334

Tom, Alice K.
Non-Traditional Predictors of Academic Success for Special Action Admissions.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Nov 82
NOTE- 35p.; Student Descriptive Questionnaire may not reproduce well due to small print size.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Admission Criteria; Basic Skills; College Admission; *College Freshmen; Extracurricular Activities; Grade Point Average; Higher Education; *High Risk Students; Nontraditional Students; Open Enrollment; *Predictor Variables; Questionnaires; Secondary School Curriculum; *Selective Admission; State Universities; Student Interests
IDENTIFIERS- *University of California Davis

The use of nontraditional college admission variables in the prediction of academic success was assessed with 444 freshmen entering the University of California, Davis, under the Special Action process (wavering of admission requirements). For fall 1978, 1979, 1980 special entrants, attention was directed to college applications, including high school grades and courses completed; and responses to the College Board's Student Descriptive Questionnaire, which is appended. Nontraditional variables included: athletic interest; self-rated leadership/communication skills; music, art, dance interests; and extracurricular activities. Cumulative college grade point average and persistence (number of quarters registered) were used as outcome criteria. Multiple regression and discriminant analyses indicated that (1) both traditional and nontraditional variables are influential predictors of academic achievement; and (2) the predictive power of traditional variables decrease with time while that of nontraditional variables may not. Important nontraditional variables included interest in basic skills assistance, academic honor courses, and high school grades in four subjects. (SW)

ED 256 340 IR 011 660

Storm, Susan Ruotsala

Children's Learning from Broadcast Television: The Relationship between the Amount of Time a Child Watches Television with and without Adults and That Child's Learning from Television.

PUB DATE- Jan 85

NOTE- 35p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Knowledge Level; *Parent Influence; *Parents; Primary Education; *Programing (Broadcast); Sex Differences; *Television Viewing; *Time Factors (Learning); Videotape Recordings; Young Children

A study examined young children's learning from selected television program content in varied subject matter and the relationship between that learning and the amount of time a child watches television with and without adults. A 28-item learning test based on instructional design principles was developed from selected television segments and administered to 261 kindergarten through second-grade children. Independent variables included age, sex, level in school, television viewing hours with and without an adult, birth order, family composition, and parents' education. A questionnaire was sent to parents/guardians of all subjects. Results indicate that the amount of viewing that children do with adults makes a difference in how well they understand what is viewed; subjects whose adults in the home had more education watched less television, usually had fewer siblings, did better in school, and learned more from the selected television programming, especially programming designed to teach content traditionally taught in elementary schools; and the amount of viewing, sex, birth order, and family size were not related to the amount of a child's cognitive learning from television. Twenty-seven references are listed. (LMM)

ED 256 035 EA 017 659

Steller, Arthur W.
Manage Instruction to Improve Learning.
National School Boards Association, Alexandria, VA. Educational Policies Service.

PUB DATE- Apr 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Board of Education Policy; Educational Objectives; Elementary Secondary Education; *Instructional Improvement; Leadership Responsibility; Outcomes of Education; *School Effectiveness; *Student Improvement; Teacher Effectiveness; Time on Task
IDENTIFIERS- *Instructional Management

School board members can use board policies to set the direction for effective instructional management. Effective schools appear to have these characteristics in common: (1) strong instructional leadership by the principal, (2) a safe and orderly atmosphere, (3) high expectations of all students, (4) schoolwide emphasis on basic skills instruction, and (5) systematic monitoring and assessment of student performance. Other research-based strategies for improving student performance are increased time on academic tasks and improved teaching practices. A process for implementing effective instructional management involves establishing systemwide instructional goals, then setting goals for each school. Curriculum, system supervisory practices, and evaluation instruments are all reviewed and, if necessary, revised. The final step is an extensive staff development program. A policy statement by the Mercer County (West Virginia) Board of Education is provided as an example. (MLF)

ED 256 092 EC 172 090

Ferguson, Dianne L.
Conflicts of Caring for Teachers of Severely Handicapped Students.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; Feminism; *Severe Disabilities; *Sex Discrimination; Social Bias; *Social Discrimination; *Special Education Teachers; Status
IDENTIFIERS- Caring

Special education students and handicapped people generally are among those least valued and most discriminated against by society. This paper explores the experience of women who teach severely handicapped students in an attempt to apply some of the increasingly familiar feminist critiques of women's work in education to this unique group. The paper examines the impact of working in a low prestige occupation with low prestige students, with particular emphaisis on the role of care. The paper argues that the injunction to care in special education, whether it originates from outside special education or from the teachers themselves, largely reinforces devaluing attitudes toward both the teachers and their students. (Four pages of reference conclude the document.) (Author)

ED 256 139 EC 172 540

Hughes, James H.; Hurth, Joicey L.
Handicapped Children and Mainstreaming: A Mental Health Perspective, Review of Model School Programs and Practices.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-84-1361
PUB DATE- 84
NOTE- 134p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Mental Health; Program Descriptions; *Success

The monograph examines successful factors in preparing parents, teachers, and pupils for mainstreaming handicapped students and describes exemplary practices from a mental health perspective. Model programs were selected on the basis of the following criteria: temporal, instructional, and social integration; teacher and parent support and involvement; and attention to the mental health needs of parents, teachers, and students. Descriptions of the six selected model programs are presented, including those serving handicapped students in rural, suburban, and metropolitan settings. Descriptions touch upon the program's history, unique components, responses to parent and teacher needs, and implications for replication. Analyses and summary material list 12 factors identified in program success: (1) community support, (2) a history of mainstreaming, (3) an overall approach or design for implementation, (4) a full range of special service options, (5) administrative support, (6) emphasis on systematic communication, (7) defined mental health roles, (8) active parental involvement, (9) activities to increase understanding and acceptance, (10) a humanistic approach to providing support services to teachers and students, (11) a favorable financial climate, and (12) coordination with the mental health system. A final chapter suggests specific activities and strategies to improve mainstreaming. Appendixes list additional programs and resource materials.

ED 256 170 FL 014 996

Dwyer, David J.; Yankee, Everyl
African Language Resource Handbook: A Resource Handbook of the Eighty-two Highest Priority African Languages. Prepublication Edition.
Michigan State Univ., East Lansing. African Studies Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 85
NOTE- 242p.
GRANT- G00-82-02163
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *African Languages; Afro Asiatic Languages; Dialects; Educational Policy; *Information Sources; *Language Classification; *Language Role; *Language Usage; Malagasy; Mauritian Creole; Native Language Instruction; Official Languages; Orthographic Symbols; Public Policy; Second Language Instruction; Sierra Leone Creole; *Written Language

A directory of the 82 African languages given high priority for instruction in the United States contains a profile for each language that includes its classification and where it is spoken, the number of speakers, dialect situation, usage, orthography status, and listings of related human and institutional resources for the purpose of systematizing instruction. The languages profiled are: Akan, Amharic, Anyi/Baule, Arabic, Bamileke, Bemba, Berber, Chewa/Nyanja, Chokwe/Lunda, Dinka (Agar/Bor/ Padang), Ebira, Edo (Bini), Efik/Ibibio/Anaang, Ewe/Mina/Fon (Gbe), Fulfulde (Fulani/Peul, Fula), Ganda (oluGanda, Luganda), Gbaya, Gogo, Gurage, Hausa, Hehe, Idoma, Igbo, Ijo, Kalenjin (Nandi/Kipsigis), Kamba, Kanuri, Kikuyu, Kongo (Kituba), Kpelle, Krio/Pidgin (Cluster), Kru/Bassa, Lingala, Lozi (Silozi), Luba (Chiluba) Luo/Acholi/Lango, Luyia, Maasai, Makua/Lomwe, Malagasy, Mandingo, Mauritian Creole, Mbundu (Kimbundu), Mende/Bandi/Loko, Meru, Mongo/Nkundo, More, Nama, Nubian, Nuer, Nupe, Nyakusa, Nyoro, Oromo, Ruanda/Rundi, Sango, Sara, Senufo (Senari), Serer, Shona, Sidamo, Somali, Songhai, Soninke, Sotho/Tswana, Sukuma/Nyamwezi, Suppire, Susu, Swahili, Temne, Teso/Turkana, Tigrinya, Tiv, Tsonga, Tumbuka, Umbundu, Venda, Wolof, Xhosa/Zulu/Swazi, Yao (Makonde), Yoruba, and Zande. Appendices (40% of the document) include: (1) a list of languages by priority category; (2) institutional and individual questionnaires; (3) a bibliography; (4) listings of resource persons and institutions; (5) a country by country listing of the priority languages; and (6) a listing of languages and the country where it is spoken. (MSE)

ED 256 311 IR 011 631

Fosnot, Catherine Twomey; Forman, George E.
Using Video to Study Cognition.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 31p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
GRANT- G-81-00095
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Cognitive Processes; Cognitive Style; *Developmental Stages; Evaluation Methods; Prediction; *Problem Solving; Research Methodology; *Videotape Recordings; Young Children
IDENTIFIERS- *Stop Action Video

This two-part study began with a replication, statistical validation, and extension of the Karmiloff-Smith and Inhelder study of children's construction of theories about balance. The 128 subjects (ages 4 to 6) were videotaped as they tried to balance blocks on a fulcrum. A scale was developed to assess the degree to which the child's performance indicated a theory-testing orientation to the task. Part 2 of the study used stop-action video in training sessions with 112 of the subjects who were classified as ego oriented or theory oriented. Children were required to either: predict what the block on the fulcrum--stopped in action on the video replay--would do when the tape was reactivated; predict the placement from looking at the replay of the block stopped in midair just before placement on the fulcrum; view the entire footage and summarize what they had just seen in the tape segment; or summarize their most recent attempt to balance a block. Findings indicate that while reflection in general can be conducive to the development of higher understanding, reflection is more powerful in relation to the learner's own questions and when it focuses on contradictions. Five references are listed. (LMM)

Molina, Randall R.

The Effects of Selected Variables on Learning a Spatial Visualization Task: A Report of Research in Progress.

PUB DATE- Jan 85
NOTE- 7p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aircraft Pilots; College Students; *Electronic Equipment; Females; Higher Education; Imagery; *Research Methodology; *Research Projects; *Spatial Ability; Teaching Methods; *Visualization; Visual Measures
IDENTIFIERS- *Aircraft Instrument Comprehension Test; Instructional Effectiveness

A systematic research program will study the cumulative effects of selected instructional variables on learning a spatial visualization task. The goal of the research is to identify instructional variables that will improve the performance of female students on the Aircraft Instrument Comprehension (AIC) test. The AIC program is intended to teach Air Force cadets to read aircraft instruments and identify pictures of aircraft in the positions indicated on the instruments. Study 1 will determine the individual and combined effects of two different perspectives (subjective and objective) and two different sequences (attitude first or heading first) for presenting cues in the AIC program. Study 2 will examine the effects of pre-instruction on performance of a spatial visualization task. Pre-instruction will be used to familiarize 150 undergraduate college students with the features (front, back, right/left sides) and rotations (pitch, bank, and heading) of an aircraft. The third study will determine the effectiveness of imagery instruction for learning a spatial visualization task. The differential effectiveness of the imagery strategy for subjects with high and low visual ability will be determined using 120 undergraduate education majors. Six references are listed. (LMM)

ED 256 355 IR 051 097

Wright, H. Curtis
Shera as a Bridge over Troubled Waters.
PUB DATE- 26 Jun 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Library Association (Dallas, TX, June 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Communications; Documentation; History; *Information Science; Information Systems; Information Theory; Library Education; *Library Schools; *Library Science; *Systems Approach
IDENTIFIERS- Case Western Reserve University OH; *Shera (Jesse); *Symbolic Interactionism

The establishment of the first documentation center in a library school early in 1955 by Jesse Shera, Dean of the Library School at Western Reserve University, has been widely interpreted as his greatest contribution to librarianship. It may have been his greatest folly, however, because information science has subsequently flooded the library profession with tensions and confusion by (1) emphasizing the technical aspect of communication systems and (2) ignoring the human aspects of communication per se. Shera criticizes information science for its take-over mentality (it must not be allowed to rule the library roost) and for its failure to distinguish data systems (for the transmission and reception of signals) from idea systems (for the intersubjective communication of thought). He also bids librarianship to investigate Symbolic Interactionism as an alternative to Systems Theory, because the former attempts to explain how a mind is put in touch with other minds through the communication of ideas, whereas the latter concentrates on the controlled manipulation of physical data, e.g., electrical impulses, alphabetic characters, and speech sounds. (An extensive list of notes is provided.) (Author/THC)

ED 256 383 JC 850 152

Roueche, Suanne D., Ed.
Innovation Abstracts; Volume VI (1984), Nos. 1-33 Selected Numbers of Interest to Community Colleges .
Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; *Community Colleges; *Educational Innovation; *Faculty Development; *Instructional Innovation; Teaching Methods; Two Year Colleges

"Innovation Abstracts" consists of brief, two-page write-ups issued approximately 40 times a year on topics that contribute to staff development. This compilation represents a selection from the 1984 volume of 22 numbers of special interest to community college faculty, administrators, and staff. The numbers selected are; (1) fragments of students' written work in the humanities; (2) results of a study of part-time faculty; (5) the benefits of keeping records of class sessions; (7) student development through general education; (9) improving education through faculty collaboration; (11) intra-university professorships for faculty renewal and development; (12) classroom quality circles; (15) faculty evaluation as a measure of organizational productivity; (16) the use of the WANDAH (Writing Aid AND Author's Helper) system for improving composition; (17) ways of teaching excellence in the community colleges; (19) developing communication skills for the future; (20) the development of good practices in continuing education; (21) confessions of a technologically disabled person; (23) teaching mathematics using sports coaching techniques; (24) collegial and competitive relations in schools; (25) methods of validating students' positive attitudes towards instructional experiences; (26) the film essay as an educational device; (27) reality testing in the business curriculum; (28) the importance of small details in the educational process; (30) the relationship between class attendance and achievement; (31) the role of questions in instruction; and (33) practices that enhance and restrict faculty motivation. (HB)

ED 256 064 EA 017 692

Kentges, Joseph T.
The Politics of Superintendent School Board Linkages: A Study of Power, Participation, and Control.
PUB DATE- 9 Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; Governance; *Politics of Education; *Power Structure; Predictor Variables; *Superintendents
IDENTIFIERS- *Board Community Relationship; Board of Education Members

A study of 188 superintendents and 379 school board members in districts with student enrollments above 25,000 sheds light on several factors affecting the working relationships between superintendents and their local boards. Board members tended to follow personal judgment rather than constituent preferences when making decisions, and received more systematic information from professional educators than from other sources. Internal policy decisions generated less conflict than external matters between superintendents and boards and were more frequently left to professional discretion. Conflict levels in general proved higher than indicated by earlier research. Variables affecting the Superintendent's control of internal policy included: board members' professional bias, bloc voting behavior, length of time in office, interaction with the community, and political experience; degrees of interest group pressure; congruence between the superintendent's position and that of the public; and the superintendent's tenure. Variables affecting the superintendent's dominance over external policy included communtiy tension, congruence between the superintendent's position and the board's, board initiation of contact with superintendents, board interaction with the community, community initiation of change in policies related to civil rights, superintendents' perceptions of limitations to their own authority, and frequency of forced cooperation between superintendents and boards to "sell" board policies to the public. (PGD)

ED 256 124 EC 172 525

Fruehling, Royal; And Others

Special Alternatives: A Learning System for Generating Unique Solutions to Problems of Special Education in Integrated Settings.

Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 81
NOTE- 11p.; A part of the Hawaii Integration Project. For related documents, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Mainstreaming; *Problem Solving; Teamwork
IDENTIFIERS- *Hawaii Integration Project

The booklet describes an activity designed to help nonhandicapped persons understand and develop solutions to problematic situations faced by mentally and physically handicapped students, their parents, and school personnel. The assumption is made that integration is desirable, and the issue therefore becomes not whether children with disabilities shall be integrated, but what will be the outcomes of that integration. The booklet presents 11 different problem categories with six problems in each. Categories include: uses for an object, list of items in a category, possible consequences of non-social and social antecedents, number of things fitting certain constraints (social and nonsocial), number of solutions for a social and nonsocial problem, antecedents of a consequence (nonsocial), behaviorals to achieve a social outcome, and antecedents of a social consequence. Participants work on the problems in teams and are encouraged to focus upon process as well as content. (CL)

ED 256 156 FL 014 961

Jun-Aust, Heesoon
Individual Differences in Second Language Learning of Korean Immigrant Students.
PUB DATE- 29 Mar 85
NOTE- 39p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Elementary Education; *Immigrants; Individual Differences; *Korean Americans; *Learning Motivation; Listening Comprehension; *Peer Relationship; *Second Language Learning; Speech Skills

A study of the effects of peer-pairing and integrative motivation on both formal language performance and actual language behavior with Korean immigrant children is presented. The formal language learning was measured by tests of oral production and listening comprehension, and actual language behavior was measured by observations in a natural school environment. Both oral production and listening comprehension posttests were administered four-and-a-half months after pretest administration. Thirty elementary school children (11 boys and 19 girls) were randomly assigned to two groups, resulting in 14 children (8 girls and 6 boys) in the peer-paired group and 16 (11 girls and 5 boys) in the no-paired group. Stepwise multiple regression analyses indicated that (1) peer-pairing was a significant predictor for listening comprehension and the actual language behavior, and (2) prior language knowledge was the best predictor of formal language learning. The theoretical implications are that peer-pairing not only facilitates formal listening comprehension and actual language behavior, but also enhances social relationships between second-language learners and the target-language speakers. (MSE)

ED 256 198 HE 018 232

Reilley, Timothy A., Ed.
Raising Money Through an Institutionally Related Foundation.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-225-X
PUB DATE- 85
NOTE- 91p.; For related document, see HE 018 231.
AVAILABLE FROM- Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($26.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; Budgeting; *Community Colleges; *Fund Raising; Health; Higher Education; *Institutional Advancement; Institutional Cooperation; Investment; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; *State Colleges; State Universities
IDENTIFIERS- *Public Colleges; Special Interest Groups

The creation of foundations for fund raising at public colleges and new ideas and techniques for established foundations are discussed in 13 chapters. The relationship of the foundation and the institution is described from the viewpoint of the institution and also that of the foundation. Article titles and authors include: "How the Foundation Relates to the Nonprofit Organization" (Robert B. Rennebohm); "How a University Relates to Its Foundation" (Edwin Young); "State University-related Foundations" (Timothy A. Reilley); "The Foundation Board of Directors at the Public Institution" (Michael J. Worth); "Operating Policies for Institutionally Related Foundations" (Patricia P. Purcell); "Constituency-based Fund Raising Through an Institutional Foundation" (Charles G. McCord); "Legal Aspects of Foundations" (Donald Lemish); "Formulating Investment Policies for the Institutionally Related Foundation" (Lewis W. Barron); "Financing and Budgeting a Foundation" (Darrell D. Wyrick); "Multiple Foundations: Advantages and Problems" (George E. Moore); "The Community College Foundation" (Lynn M. Degerstedt); "The Health-Related Foundation" (David C. Lawrence); and "The Special-interest Foundation" (Dwight V. Roberts). (SW)

ED 256 212 HE 018 246

Nonresident Alien Enrollments in Higher Education Institutions Continue to Increase. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-Bull-85-203b

PUB DATE- Mar 85

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; *Enrollment Trends; Females; *Foreign Students; *Graduate Students; Higher Education; Males; National Surveys; Professional Education; *Undergraduate Students; *Undocumented Immigrants

IDENTIFIERS- Higher Education General Information Survey

Information on college enrollments of nonresident aliens is presented, based on the Higher Education General Information Survey. Data on total and nonresident alien enrollments are shown for 1976, 1978, 1980, and 1982 by institutional type and level of enrollment. Enrollment figures for 1976 and 1978 include the 50 states, the District of Columbia and the outlying areas, while those for 1980 and 1982 omit the outlying areas. Total and nonresident alien enrollment by type of institution and student gender are also shown, as are total and nonresident alien enrollments for U.S. colleges by state for 1976 and 1982. In 1976 the nonresident alien enrollment for the 50 states and the District was 218,680; by 1982, it had risen to 331,301, an increase of 52 percent. In 1982 and earlier years, the incidence of enrollment of nonresident aliens was much greater at the graduate than at the undergraduate level. The largest increase in percentage of nonresident alien enrollment, however, was for undergraduates enrolled at four-year colleges other than universities, where enrollment increased 74 percent (from 55,263 to 96,292) between 1976 and 1982. States with the largest nonresident alien students were California, Texas, and New York. (SW)

ED 256 240 HE 018 275

University of Nevada System Planning Report: 1985-1989. Future Directions for Nevada's Colleges and Universities.

Nevada Univ. System, Reno.

PUB DATE- Jan 85
NOTE- 78p.
AVAILABLE FROM- University of Nevada Syustem, 405 Marsh Avenue, Reno, Nevada 89509.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College Planning; *Community Colleges; Computer Oriented Programs; Construction Programs; Degrees (Academic); Economic Factors; *Educational Facilities Planning; Educational Finance; Engineering Education; Enrollment Trends; Higher Education; Institutional Characteristics; Master Plans; *Multicampus Colleges; *State Universities; *Statewide Planning; Technical Education; Technological Advancement
IDENTIFIERS- Public Colleges; *University of Nevada System

Plans for the University of Nevada System for 1985-1989 are examined, with attention to: campus academic priorities, campus budget and capital construction needs, financial issues, academic standards and quality education, high technology and economic issues, and institutional characteristics. Included are 10 financial and 11 academic planning guidelines. Academic issues include: new admissions standards, the Regents' Scholar Program, a new statewide core of general education courses, developmental education (remedial or basic skills programs), statewide procedures for placement in English courses, the Western Interstate Commission for Higher Education Regional Graduate Program, and a statewide course transfer guide. Information is also provided on: statewide plans for technical and engineering education; academic computing; and enrollment trends and degrees and certificates awarded by system campuses during the early 1980s. A chart shows degrees offered by level and field for each campus. System institutions are: University of Nevada campuses at Las Vegas and Reno, Clark County Community College, Northern Nevada Community College, Truckee Meadows Community College, Western Nevada Community College, and the Desert Research Institute.

ED 256 283 HE 018 351

Student Data Report, Oklahoma Higher Education, 1983-84.
Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- Nov 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Age Groups; College Freshmen; *College Students; College Transfer Students; *Enrollment Trends; Females; Higher Education; Majors (Students); Males; Place of Residence; Private Colleges; Racial Distribution; State Colleges; State Surveys; *Student Characteristics
IDENTIFIERS- *Oklahoma

The 1983-1984 Student Data Report, which is derived from the Oklahoma Regents' Unitized Data System, is presented. Statistical data and narrative sections cover movement into college, enrollments, student distribution, student progression, and transfer of students. Specific topics include: average annual movement of Oklahoma students into higher education from high school; high school senior and first-time freshmen enrollments by county:; first-time freshmen enrollments; headcount enrollment; headcount enrollment by class level; enrollment by division; student semester hours by division; enrollment by race, sex, class level, and full-time/part-time status; unduplicated headcount student enrollments for public institutions by race and sex; percentage of student enrollment by race within the institution; percentage of student enrollment by race within the state system; public and private enrollments by program of study and class level; public enrollments by county; public institution enrollment by age, sex, race, and class level; public undergraduate student progression; and projected undergraduate student flow based on a cohort of first-time entering freshmen; and transfer pattern of students. (SW)

ED 256 297 IR 011 594

Moursund, David
The Computer Coordinator.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-01-X
PUB DATE- 85
NOTE- 63p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies, $10.00 per copy prepaid: Discount for quantity orders available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Qualifications; *Administrator Responsibility; *Administrator Role; *Computer Assisted Instruction; *Computers; *Computer Science Education; *Coordinators; Elementary Secondary Education; Interviews; Program Development; Program Implementation
IDENTIFIERS- Computer Uses in Education

This book discusses computer coordinator responsibilities and suggests necessary qualifications. The need for computer coordinators is discussed and responsibilities of a building-level computer coordinator are identified to help distinguish this position from that of a computer teacher. A more detailed analysis of the types of activities that might involve a computer coordinator provides an overview of computers in instruction and discussions of the computer coordinator as a computer scientist, a learning specialist, and as a computer-integrated instruction specialist. A summary of computer coordinator responsibilities and planning and implementation is included, as well as a categorization of possible qualifications for a coordinator; a list of technical qualifications for a masters degree in computer education; discussion of the nature of many computer coordinator positions and how these are filled; an examination of some of the problems currently faced by computer coordinators; an analysis of the importance of educational goals in relation to educational computing; and interviews with six computer coordinators. Five references and two periodicals are listed, and two editorial reprints from The Computing Teacher are provided: "The Two Percent Solution" (edited) and "Back to Basics." (LMM)

Busch, B. J.
Automation and Reorganization of Technical and Public Services. SPEC Kit 112.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 85
NOTE- 117p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 prepaid per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cataloging; Higher Education; Library Administration; *Library Automation; Library Catalogs; Library Collection Development; *Library Personnel; *Library Services; Library Statistics; *Library Technical Processes; Online Searching; *Organizational Change; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Online Catalogs

This SPEC (Systems and Procedures Exchange Center) kit is based partially on the results of a fall, 1984 survey of the 117 Association of Research Libraries (ARL) members to determine the extent to which they have reorganized staff and the role played by automation in planning organizational change. Particular attention was paid to the integration of public and technical services functions. Of the 82 respondents, 46 indicate they are currently organized along traditional technical services/public services lines and 36 report some integration; no respondents report complete integration. The kit contains statistical survey results and a copy of the survey, as well as program descriptions, annual reports, organization charts, recommendations, and job descriptions. The following United States and Canadian institutions are represented: Boston University; Brigham Young University; University of British Columbia; University of California at Los Angeles; University of Illinois; University of New Mexico; New York University; Ohio State University; Pennsylvania State University; University of Texas at Austin; University of Waterloo; Wayne State University; and York University. (THC)

ED 256 426 JC 850 202

Friedlander, Jack; Gocke, Sharon
Results of the Fall 1984 Survey of Napa County Residents.
Napa Valley Coll., Napa, CA.
PUB DATE- 18 Jan 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Individual Characteristics; *Institutional Evaluation; Questionnaires; Two Year Colleges

In November 1984, a random sample of Napa County residents was asked to complete a survey concerning the educational programs of Napa Valley College (NVC) to determine the extent to which NVC was meeting the county's educational needs. The survey was completed by 207 of the 400 community members in the sample. Study findings included the following: (1) 76% felt that NVC was doing a "good" or "excellent" job of serving the residents of Napa County and 89% felt that the quality of education provided by the college was "good" or "excellent"; (2) 70% of the respondents indicated that either they or a member of their household had enrolled in an NVC course or program in the last 5 years; (3) 86% of the respondents who had attended NVC were no longer enrolled for reasons including lack of time (32%), interested only in selected courses (20%), and had graduated/transferred (18%); (4) all of the individuals who had attended NVC reported that their participation in the college's classes had helped them in one or more of 11 areas of achievement covered on the survey; (5) residents said they learned about NVC through brochures mailed to their homes (72%) and through the class schedule (56%); and (6) 30% of the respondents indicated that they would be interested in taking a course at NVC in the next year, with most expressing interest in business, accounting, computer software, art, photography, and language classes. The questionnaire is included. (Author/AYC)

ED 256 050 EA 017 675

Zarkin, Gary A.
The Importance of Economic Incentives in the Recruitment of Teachers. Final Report.
Duke Univ., Durham, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 48p.
GRANT- NIE-G-83-0068
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; Elementary Secondary Education; Mathematical Models; School Demography; Teacher Certification; Teacher Distribution; *Teacher Employment; Teacher Motivation; Teacher Persistence; *Teacher Recruitment; *Teacher Salaries; *Teacher Supply and Demand; Teaching (Occupation)

In light of the current increase in elementary and secondary school attendance coupled with a simultaneous decrease in college-age population between now and the end of the decade, this study assesses (1) the role of economic factors in determining the number of teachers certified and (2) the responsiveness of teachers in the "reserve pool" to current teacher salaries. Since similar demographic trends existed in the past, time series data from 1950 to 1979 are examined to develop an economic model of the decision to receive teacher certification and the ensuing decision to participate in teaching once certified. Structural parameters of this model are estimated; the results indicate an important role for economic factors in the public school teachers market. The point estimate of the wage elasticity of the supply of teachers already trained is .72 for secondary school teachers and .81 for elementary school teachers, so that a 20 percent increase in wages would induce a 14.4 percent increase in the supply of secondary school teachers. The short-run elasticity of teacher certification with respect to a permanent change in the expected wage is 1.36 and 1.80 for secondary and elementary schools respectively, allowing for changes in the college-going behavior of students in response to the expected wage for teachers. These results suggest a substantial wage response in the public school teachers market. Two appendixes supply data sources and the calculation of the trained teacher series. Extensive references are included. (Author/TE)

ED 256 078 EA 017 716

Hopkins, Willard; Crain, Kay
School Climate: The Key to an Effective School.
PUB DATE- 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Standards; Administrator Role; Curriculum Development; *Educational Cooperation; *Educational Environment; *Educational Improvement; *Organizational Climate; Participative Decision Making; Secondary Education; *Student School Relationship

Efforts to increase academic expectations and improve the school climate at Fairfield (Ohio) High School have resulted in a record high in ACT test scores, a decrease in failure and dropout rates, and a dramatic increase in attendance as well as in the percentage of students taking foreign languages, math, and science. Some policy changes implemented by the administration include: the elimination of early dismissal for seniors not involved in vocational work-study programs, an increased emphasis on homework, and involvement of parents in their child's scheduling conference. The school also developed a core curriculum for college-bound students and created a system for recognizing student academic achievement. Changes in school climate were effected by including students in decision-making processes with regard to areas that affected them: academics, discipline, student leadership roles, extracurricular participation, food service changes, initiation of community service, and public recognition for student achievements. The key to success at Fairfield seems to be a commitment of administration, staff, and students to work together toward an effective school. (TE)

ED 256 093 EC 172 091

Ferguson, Dianne L.

The Ideal and the Real: The Working Out of Public Policy in Curricula for Severely Handicapped Students.

PUB DATE- Oct 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; *Employment; Normalization (Handicapped); Productivity; Public Policy; Relevance (Education); *Severe Disabilities; *Teacher Attitudes; Vocational Education

Increasingly, new public policy requires that appropriate educational programs for severely handicapped student employ a functional approach to teaching content and prepare students for futures in competitive employment. This study examines how eight teachers' interpretations of this new policy shape their curricular decisions, and, in turn, might shape future policy. The teachers find that the demands of competitive employment and productivity reject many students who have too few marketable skills and too little time left to acquire them. Discussion centers on how teachers' attempts to reconcile student ability with productivity threaten the success of reform for many of the very students it is designed to help. (Three pages of reference conclude the paper.) (Author/CL)

ED 255 108 EC 172 506

Baca, Leonard
Teacher Education Programs.
PUB DATE- 84
NOTE- 24p.; In: Chinn, Philip C., Ed. Education of Culturally and Linguistically Different Exceptional Children. Reston, Virginia, ERIC Clearinghouse on Handicapped and Gifted Children/Council for Exceptional Children, 1984. Chapter 5. For complete monograph, see EC 172 501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; Competency Based Teacher Education; *Cultural Differences; *Disabilities; Elementary Secondary Education; *Limited English Speaking; *Teacher Education

The recent history of bilingual special education teacher training is discussed, and specific examples are cited of the need for cross-cultural skills which are found neither in bilingual/bicultural education nor in special education but are vital to working with culturally and linguistically different exceptional (CLDE) students. General and specific competencies for bilingual special educators are listed for the areas of instruction/curriculum, assessment and evaluation, classroom management, counseling, advocacy/public relations, and research. Characteristics of current teacher training programs are described. Five conditions are cited as being necessary to institutionalize bilingual special education as a regular part of college or university program offerings. Two model training programs are described--The Multicultural Institute for Change and the Bilingual Language Learning System (BLDS). Among recommendations are that curricula should be highly interdisciplinary, and that bilingual special education teacher competencies identified as critical by practitioners should be validated empirically before being used to design future training programs. (JW)

ED 256 226 HE 018 261

Ayewoh, Michael Ehi
Undergraduate Black Students at Mansfield University: Gender, Class Standing, and Major Field of Study. Research Report No. 3.
Mansfield Univ., PA. Special Programs/Learning Resource Center.
PUB DATE- Mar 85
NOTE- 10p.; For related document, see HE 018 262.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *Black Students; College Environment; College Freshmen; College Seniors; *Females; Higher Education; Institutional Research; *Majors (Students); *Males; Rural Schools; Small Colleges; Student Characteristics; *Student Needs; *Undergraduate Students; White Students
IDENTIFIERS- *Mansfield University PA

A survey of black students enrolled at Mansfield University during the spring 1985 semester found that 66.67 percent of the black students were male, and 33.33 percent female. Of the 75 black students, 25 were freshmen, 22 sophomores, 15 juniors, and 13 seniors. Black students were represented in 19 departments, including business (14 students), criminal justice administration (10), speech communication (7), home economics (6), information processing or computer science (5), and social work (5). Concerns of black students regarding dating and the disparity in the number of males to females were also identified. It is suggested that adequate academic advising (across curricular lines), and social counseling (across racial and sexual lines) would enhance the survivability of black students at the university. Peer study groups are also recommended. Other participants in the design and provision of quality academic programs for students are the black student union, academic departments, the academic advising center, the black caucus, and the academic affairs office. (SW)

ED 256 269 HE 018 335

MacKenzie, Bonnie L.

The College Selection Process of Freshmen Admitted to UC Davis: The Range of Choice.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Applicants; College Bound Students; *College Choice; *College Freshmen; *Decision Making; *Enrollment Influences; Higher Education; Private Colleges; State Universities
IDENTIFIERS- *University of California Davis

Considerations in selecting a college were studied with a random sample of 768 freshmen admitted to the University of California (UC), Davis, in fall 1984. Major findings are: freshmen admitted to UC Davis had considerable breadth of knowledge about many other colleges and academic programs; over 80 percent applied to colleges besides UC Davis; most students who applied elsewhere were accepted by at least one college besides UC Davis; location and academic quality factors were the main reasons matriculants chose to attend UC Davis; compared to matriculants, students who chose not to come to UC Davis applied to more colleges, to a wider variety of colleges, and to more out-of-state colleges than did matriculants; no one college campus stood well above the others in terms of attracting nonmatriculants; nonmatriculants most often chose to attend California private colleges or out-of-state colleges; and the top three colleges chosen by nonmatriculants were California State University, San Luis Obispo, Stanford University, and the University of Santa Clara. Distinctions between matriculants and nonmatriculants by fields of study are also note for: (1) engineering majors and (2) students in the Colleges of Letters and Science and Agricultural and Environmental Sciences. (SW)

ED 256 398 JC 850 173

Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the California Community Colleges to the California State University and the University of California. Commission Report 85-15.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 4 Mar 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *College Transfer Students; *Community Colleges; Curriculum Development; Educational Counseling; Educational Diagnosis; Information Needs; *Intercollegiate Cooperation; *Policy Formation; State Universities; *Statewide Planning; *Transfer Policy
IDENTIFIERS- *California

A series of recommendations by the Ad Hoc Committee on Community College Transfer of the California Postsecondary Education Commission is presented. Following introductory material reviewing the Committee's efforts to examine transfer problems in California, part one affirms the key importance of the transfer function of the community colleges and provides a context for the inquiry. Part two deals with methods of improving the high school preparation of transfer students, providing a discussion of the dilemma of the open-door college and addressing institutional, statewide, and intersegmental efforts to strengthen high school preparation. In part three, a discussion and recommendations are provided with regard to assessing, identifying, and counseling potential transfer students. Part four offers a series of recommendations for assuring adequate community college transfer offerings, emphasizing the availability and quality of course offerings, defining baccalaureate-level and other courses, looking at differences among community colleges, and considering issues of program oversight and review. Part five focuses on improving information for students about transfer. In part six, recommendations for coordinating enrollment planning are presented with respect to intersegmental arrangements, undergraduate enrollment planning, course and program coordination, and occupational courses and programs. Finally, part seven underscores the importance of basing transfer policy on information. Appendices include a report on student flow in California postsecondary education and an annotated bibliography of research reports on transfer. (LAL)

ED 256 412 JC 850 188

Smith, Norman D.

Why Students Don't Return: A Survey of Nonreturning Students in the San Bernardino Community College District, Spring, 1984 to Fall, 1984.

San Bernardino Community Coll. District, CA. Office of Planning and Research.

PUB DATE- May 85

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Persistence; Community Colleges; Dropouts; *Enrollment Influences; Questionnaires; School Surveys; *Student Costs; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted in the San Bernardino Community College District to discover why some students who were enrolled in the spring 1984 semester did not reenroll in the fall 1984 semester; and to determine to what extent the new enrollment fee affected students' ability to enroll. A sample of 1,011 students was randomly selected from the target population of 9,219 students of San Bernardino Valley College and Crafton Hills College who were enrolled in the spring 1984 semester, did not graduate, and did not reenroll in the fall 1984 semester. Based on responses from 416 of the former students, study findings revealed: (1) the most important reasons for not enrolling in the colleges in fall 1984 were job-related issues, including obtaining a job (12%), changing jobs (8%), and time conflicts with work (35%); (2) 31% of the spring 1984 students did not reenroll due to fee/financial reasons, including 22% who could not afford the enrollment fee; (3) 30% of the respondents failed to enroll for class schedule reasons and 20% for personal reasons; and (4) the most important reasons for enrolling in the colleges were to take occasional courses of special interest (22%), to earn a degree and transfer to a four-year college (20%), to earn transfer units (12%), or to learn skills to improve in the current job (12%). The study includes selected comments. The survey instrument is appended. (HB)

ED 256 036 EA 017 660

Eberts, Randall W.; Stone, Joe A.
Principal Effectiveness: Using Nonexperimental Data to Assess the Findings of Case Studies. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Administrator Characteristics; *Administrator Role; Correlation; Elementary Secondary Education; Models; *Principals; *School Effectiveness; School Statistics; *School Supervision; Statistical Studies; Teacher Administrator Relationship

Using nationally representative data generated by the normal, day-to-day operation of schools, this research tested the major conclusions drawn from case studies focusing on principal effectiveness. On the basis of detailed information regarding individual student characteristics and achievements, detailed characteristics of teachers and their instructional choices and methods, and detailed information on the characteristics and behavior of principals, relevant changes in the educational process and in student outcomes were measured in relation to particular types of principal behavior. After the introduction, section 2 reviews the literature on the principal's role in student achievement. In section 3, a general contextual model for student achievement is presented, and the research methodology is described in detail, including the educational production function approach to the model and the specification of the variables for principal behavior and attributes. The empirical results are presented in section 4. The study concludes that principals directly affect student achievement through providing strong leadership and reducing conflicts among the participants in the educational process. References are included, along with an appendix listing variables used in the analysis. (TE)

ED 256 184 FL 015 037

De Jesus, Socorro

Predictors of English Writing Performance of Native Spanish-Speaking College Freshmen.

PUB DATE- 84

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; College Freshmen; *English (Second Language); Grades (Scholastic); Higher Education; *Predictor Variables; Puerto Ricans; *Spanish; Spanish Speaking; Student Motivation; *Writing Skills

IDENTIFIERS- Puerto Rico

A study of the relationship between Spanish and English writing proficiency had as subjects 344 native Spanish-speaking college freshmen, students of English as a second language (ESL), in five universities in Puerto Rico. A questionnaire and four writing tasks in English and Spanish were administered in ESL class, and student scores on standardized tests and high school grade point averages were gathered from records. Results of correlations indicate that the best predictors of English writing proficiency were the College Entrance Examination Board (CEEB) ESL Achievement Test and the Spanish writing proficiency test, and the largest contributing variable associated with aptitude was the CEEB Scholastic Aptitude Test in verbal reasoning. Motivation tests indicated that integratively-motivated students wrote better than instrumentally-motivated students. It was also found that the students had little exposure to English outside the classroom, making exposure to English a negligible predictor, and that graduates of private and church-affiliated schools performed better than others. (MSE)

ED 256 255

HE 018 319

Overview of Endowment Programs, 1985-86.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Students; *Agency Role; Elementary Secondary Education; Eligibility; Enrichment Activities; *Federal Programs; *Fellowships; Higher Education; *Humanities; Nontraditional Students; *Research Projects; Scholarship; *Seminars; State Programs; Teacher Education
IDENTIFIERS- *National Endowment for the Humanities; State Humanities Councils

Information is provided about the National Endowment for the Humanities (NEH), an independent federal agency that supports scholarship, research, education, and public programs in the humanities. The history, purposes, policies, and organization of NEH are briefly described, and two project topics that NEH is funding, are explained. The Bicentennial of the U.S. Constitution, and the Columbian Quincentenary, are explained. Also covered are: what NEH does not support; how applications are evaluated; eligibility for NEH assistance; equal opportunity requirements; and the Jefferson Lecture in the Humanities, an official honor for intellectual achievement in the humanities. NEH projects concern humanities instruction at the elementary, secondary, and undergraduate levels; exemplary undergraduate and graduate projects; humanities programs for nontraditional learners; teacher preparation; fellowships and seminars; general programs such as museums, adult and youth programs, and library projects; basic research programs; reference works; challenge grants; and preservation. A list of members of the National Council on the Humanities is provided, as are addresses and phone numbers of State Humanities Councils, a NEH telephone directory, and a summary of NEH publications. (SW)

ED 256 312 IR 011 632

French, Margaret
Defining Attributes of Analytic Ability as a Prerequisite for Selection of Instructional Strategies.
PUB DATE- Jan 85
NOTE- 28p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Cognitive Processes; *Cognitive Style; College Students; *Field Dependence Independence; Higher Education; *Perception Tests; *Visual Perception; *Visual Stimuli
IDENTIFIERS- *Analytic Ability

The defining attributes of analytic ability as they relate to theoretical cognitive styles were explored in a study using a sample of 492 males aged 16-21 years. The Group Embedded Figures Test (GEFT--Witkin, Oltman, Rasher, and Karp) was used to measure field dependent and independent aptitude. Scores on the GEFT were compared with scores on an adaptation of Kagan's visual analysis task, i.e., the Test of Analytic Aptitude (Messick). This test requires each subject to learn nonsense syllable labels for a series of complex geometric designs, and then asks them to supply the appropriate design label for a single aspect of the previously learned design; this single aspect, or part, is termed a design variation. Results indicate that performance in a test of embeddedness and cognitive restructuring is highly related to performance on a Test of Analytic Attitude, and support the view that the degree of differentiation exhibited by field independent and field dependent learners will affect analytic strategies used to process visual information. The relationship between these measures can be interpreted to support a view of common underlying analytic and non-analytic tendencies. Thirty references and nine data tables are included. (LMM)

ED 256 326 IR 011 646

Moore, David M.

Field Independence-Dependence, Multiple and Linear Imagery in a Visual Location Task.

PUB DATE- 19 Jan 85
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Field Dependence Independence; Higher Education; Intermode Differences; *Spatial Ability; *Visualization; *Visual Perception; Visual Stimuli

This study examined the effects and interaction of multiple and linear visual presentation modes and cognitive style on performance in a visual location task. Subjects were 132 undergraduate college students (40 males, 92 females) in professional education courses. The Group Embedded Figures Test (GEFT, Wilkin et al., 1971) was used to identify students as field dependents, field independents, or neutral. The visual location task tested the subjects' ability to select a criterion picture from a group of three similar pictures after viewing three quadrants of the criterion picture in random order. In the linear treatment each quadrant of the criterion picture was presented separately for 2 seconds, one after another, followed by presentation of the criterion picture with the two similar pictures for a total of 6 seconds. In the multiple treatment, each quadrant was presented simultaneously on the screen for 6 seconds. Field independents and neutrals both scored significantly higher on the visual location task than field dependents. Presentation mode did not affect performance, and there was no significant interaction between presentation mode and cognitive style. Six references are listed. (LMM)

ED 256 341 IR 011 661

Taylor, William; And Others

Notetaking Activity as a Logical Classroom Learning Strategy.

PUB DATE- Jan 85
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; College Freshmen; *Concept Formation; Higher Education; *Illustrations; Instructional Design; *Intermode Differences; Learning Processes; Learning Strategies; *Notetaking; Performance; *Spatial Ability; Writing Skills
IDENTIFIERS- *Directed Overt Activity Strategy

The impact on learning performance of a notetaking strategy called the Directed Overt Activity Strategy (DOA) was evaluated on three types of instructional tasks: spatial learning, simple concept learning, and complex concept learning. One hundred volunteer freshman psychology students from Ohio State University used either the DOA or their own covert, internal learning strategy while learning from printed materials, which consisted of an illustrated workbook providing information about the human heart and containing either an illustration-type drawing or a line drawing. Results indicated that visual drawing type differences did not affect learning and had no effect on the type of learning strategy used. However, there was a significant interaction between the intellectual task and the strategy used. While both groups performed well at the less difficult side of the intellectual task scale, the DOA strategy allowed subjects to identify important information to help them perform on the more difficult intellectual task. Eleven references are listed. (LMM)

ED 256 356 IR 051 098

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1984.
Association of Research Libraries, Washington, D.C.

PUB DATE- 84
NOTE- 70p.; For related document, see ED 242 331.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20034 (ARL members, $8.00; nonmembers, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Librarians; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries

This report presents the results of the Association of Research Libraries (ARL) 1984 survey of librarians' salaries in 27 tables. A brief introduction summarizes the most important statistical findings from the survey and includes explanatory notes and information on survey changes since the previous year. A major change implemented in the compilation of this survey was the exclusion of salaries of staff in medical and law libraries from the general university library tables, and the inclusion of two new series of tables developed specifically for these types of special libraries. Data are presented in four major categories: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; and (4) distribution of personnel and average salaries for positions in ARL university libraries, with data characterized by sex, minority status, years of experience, type of institution, size of professional staff, and geographic region. Tables 22 through 27 provide data on medical and law librarians as to number and average salaries and years of experience. university and non-university library questionnaires and instructions for their use are also presented. (THC)

ED 256 384 JC 850 155

Student Flow of the 1982 Graduates. Office of Institutional Research Report #23.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Aug 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; *College Attendance; Community Colleges; Two Year Colleges; *Two Year College Students

At the conclusion of the spring 1982 semester, 893 students graduated from the Community College of Philadelpha (CCP). Only a few completed the requirements for their degrees in 2 uninterrupted years. In order to investigate the typical CCP graduate's movement through the institution, the attendance patterns of the 1982 graduating class were analyzed. Starting in fall 1974, these 893 graduates were tracked, with particular attention given to the number of semesters enrolled; credit hour information; and history of academic difficulties, stop-out behavior, and curriculum changes. Study findings included the following: (1) 58 certificates and 834 associate degrees were awarded at CCP in spring 1982; (2) the 1982 graduating class was enrolled for an average of 8.5 semesters; (3) 56% of the graduates received a degree within 3 years of their initial enrollment; (4) approximately 30% of the graduates stopped-out for at least one semester between their initial enrollment and graduation; (5) the graduates maintained a mean cumulative grade point average of 2.9 at the time of graduation; (6) the mean number of credits earned by a graduate in a semester was nine; (7) 21% of the graduates earned more than 70 credit hours; and (8) between 1% and 24% of the graduates enrolled in any semester changed curricula at the end of the semester, with much movement into and out of the General Studies program. (AYC)

ED 256 140 EC 172 541

Lefstein, Leah M.
The Learning-Disabled Student. Research & Resources. Issues in Middle-Grade Education.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 7p.
GRANT- NIE-G-84-0002
AVAILABLE FROM- University of North Carolina at Chapel Hill, Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Educational Needs; *Learning Disabilities; Middle Schools; *Psychological Needs; Secondary Education; *Social Adjustment; Transitional Programs

The paper addresses the needs of learning disabled (LD) students making the transition to secondary schools. Ways in which learning disabilities may magnify typical adolescent concerns are noted, such as social difficulties presented by poor perceptual skills and the effects of poor self image. Recent research suggesting successful strategies for the LD adolescent is cited, including an approach to help the student move from external to internal motivation and learn how to learn. Findings are also cited regarding teacher training and support. A list of resources, organizations, and references on the topic concludes the paper. (CL)

ED 256 157 FL 014 962

Carrillo, Ida S.; Carrillo, Federico M.
Meeting the Needs of Limited English Proficient Students...And What about the CDE Student? Program Design Considerations for English Language Development.
New Mexico Univ., Albuquerque. Cultural Awareness Bilingual Assistance Center.
PUB DATE- May 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Students; Class Activities; Classroom Techniques; *English (Second Language); Instructional Materials; Language Arts; *Limited English Speaking; *Program Design; Screening Tests; *Second Language Instruction; Student Characteristics; Student Placement

A guide to designing programs in English language arts for limited English proficient (LEP) students is intended for school districts to use in developing their own program manuals based on locally relevant needs. An introductory section gives background for LEP program development, and subsequent sections outline (1) identification procedures for LEP students, (2) criteria for student classification as LEP, (3) characteristics of Category C, D, and E LEP students (the categories referring to specific proficiency levels), (4) program placement of C, D, and E LEP students, (5) skills to be developed, (6) English language development through the basal readers (including the three R's and six steps for English language arts), and (7) English language development through the content areas (including lesson design, sample activities, a worksheet for lesson development, and sample lessons for grade 1 math, secondary level science/math, and science at all levels). It is recommended that teacher training plans be developed after a needs assessment is completed in each district, and records be kept by each district and teacher to assure a coordinated inservice training program. It is also suggested that staff development be divided into five major segments: basic training for new teachers, professional growth for experienced teachers, professional growth for other instructional staff members, informational growth for administrators, and training of master teachers to serve as district teacher trainers. (MSE)

ED 256 171 FL 014 997

Wiley, Patricia Davis

A Model FLEX (Foreign Language Experience) Program for the Elementary School.

PUB DATE- 85

NOTE- 8p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Education; *FLES; *Introductory Courses; Program Descriptions; *Program Design; *Second Languages

IDENTIFIERS- *Foreign Language Experience Programs; Knoxville City School System TN; *Total Physical Response; University of Tennessee

Research has documented that the study of a second language in an elementary school may positively affect the young child's general school achievement and linguistic progress, promote superior performance in high school language study, result in significantly higher mental maturity, make children more language-aware, and improve other cognitive skills. In response to requests from the community for elementary school instruction, the Foreign Language Education Department of the University of Tennessee at Knoxville (UTK) developed a foreign language experience (FLEX) program for the kindergarten and first grades at an elementary school in 1982. Five graduate students from the UTK programs taught the three-quarter elementary Spanish course for college credit, using the Total Physical Response method and conducting classes in Spanish as much as possible. Response to the program by parents, teachers, and students has been positive and enthusiastic, and some interest has been expressed in expanding the program and making it an integral part of the elementary school curriculum. (MSE)

ED 256 213 HE 018 247

Guidelines: Incorporating an International Dimension in Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Jan 85

NOTE- 18p.; For related document, see HE 018 253.

AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; College Role; *Curriculum Development; Definitions; Educational Objectives; *Educational Resources; *Faculty Development; Guidelines; Higher Education; *International Education; International Educational Exchange; Leadership Responsibility; Needs Assessment; Position Papers; Resource Allocation; Self Evaluation (Groups); *Student Development; World Affairs

IDENTIFIERS- *International Competence

Guidelines for assisting colleges and universities to improve the international dimension of their campuses are presented, with attention to administrative leadership, curriculum development, faculty development, student awareness, and resources. Each guideline consists of a definition, an interpretation of its potential contribution to international education, and a series of questions. Attention is directed to the following concerns: commitment of the president and governing board to the internationalization of the campus and curriculum; incorporating an international dimension in general and professional studies; the recruitment and support of faculty whose teaching, research, and service will enhance the institution's international dimension; providing students the opportunity to develop attitudes, skills, and knowledge about the political, social, and economic issues of the world; and provision by the institution of the human, material, curricular, and organizational resources to support its institutional mission. A self-study to assess commitment to international education is recommended, along with a periodic inventory to assess institutional achievement and accountability. (SW)

ED 256 284 HE 018 352

Knapp, Dona
Predicting Success in the Clinical Laboratory Science Curriculum.
PUB DATE- Jun 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Society of Medical Technology.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Aptitude Tests; College Science; *College Students; Dropout Characteristics; Grade Point Average; Higher Education; Laboratory Procedures; *Medical Technologists; Personality Traits; *Predictor Variables; *Student Attrition; Student Interests
IDENTIFIERS- *University of South Dakota

Differences in persisting and withdrawing students who entered the University of South Dakota's medical technology program during 1974-1984 were studied to provide information for career counselors. Data were collected for 200 students on high school grade point average (GPA), American College Testing (ACT) program scores, first semester college GPA, final preclinical college GPA, clinical GPA, Strong Vocational Inventory scores, Strong-Campbell Interest Inventory (SCII) scores, and Myers-Briggs Personality Type Indicator (MBTI) scores. It was found that earned GPA and ACT scores were good predictors of continued academic success, a finding also found in past studies. SCII scores did not significantly correlate with academic success, although the clinical laboratory students tended to score high on certain SCII scales. MBTI results confirmed that the clinical laboratory students comprise a varied group of personality types. No relationship between academic performance and personality type was found. No significant differences in personality type were found for persisters and dropouts. The data confirm another finding of past studies: that clinical laboratory science students are a task-oriented group who prefer an orderly way of life. (SW)

ED 256 298 IR 011 595

Computer Literacy: Curriculum Guide.
Texas Education Agency, Austin.

PUB DATE- 85
NOTE- 169p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Computer Literacy; *Computers; *Computer Science Education; Course Descriptions; Educational Games; Instructional Materials; Junior High Schools; *Learning Activities; Programing; Resource Materials; State Curriculum Guides
IDENTIFIERS- Computer Uses in Education; *Texas

Developed as a planning guide for the Computer Literacy Curriculum, a junior high course required by the Texas State Board of Education, this document presents objectives, student activities, and suggested resources that can be used for a full year or semester course. A list of computer literacy learning objectives interprets the essential elements for the course in behavioral terms and contains both student learning outcomes and supporting enabling objectives for five elements: computer related terminology and use; history and development of computers; use of the computer as a tool; communicating instructions to the computer; and problems and issues of computer use in society. Student activities suggest possible strategies for guiding students toward mastery of each objective. Also discussed are programming methodology; differentiated instruction for students with computer experience, for special education and for physically handicapped students; computer clubs; and keyboarding. Sample resources listed include books, journals, and student journals; software; audiovisuals; and directions for teacher-made materials such as games. (LMM)

ED 256 427 JC 850 203

Friedlander, Jack; Gocke, Sharon
Results of the Fall 1984 Survey of Napa Valley College Students.
Napa Valley Coll., Napa, CA.
PUB DATE- 25 Jan 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

In November 1984, a study was conducted at Napa Valley College (NVC) to assess student satisfaction with the college's programs and services. An in-class survey was completed by 835 day and evening students enrolled in credit classes during the fall 1984 semester. Study findings included the following: (1) most students were attending NVC to prepare for transfer to a four-year institution (33%), obtain an associate degree (15%), or complete a vocational/technical program (9%); (2) the four most common reasons for choosing NVC were location, course offerings, low cost, and quality education provided by the college; (3) availability of the courses wanted by students at times convenient for them was the only feature of the instructional program with which a sizeable percentage (23%) of the students expressed dissatisfaction; (4) well over half of the students lacked sufficient information to express an opinion about student voice in college policies, student government, and opportunities for involvement in student activities; (5) the longer the students were enrolled at NVC, the more likely they were to use support services; and (6) student characteristics could best be described as diverse with respect to educational objectives, age, level of formal education, and outside job commitments. Data tables and the survey instrument are included. (Author/AYC)

ED 256 051 EA 017 676

The Catholic High School: A National Portrait.
National Catholic Educational Association, Washington, D.C.

PUB DATE- 85
NOTE- 284p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($19.75 prepaid; on invoiced orders, $2.00 will be added for postage and handling.).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholics; *Catholic Schools; Coeducation; Comparative Analysis; Differences; Educational Environment; Educational Finance; *High Schools; *Institutional Characteristics; Low Income Groups; National Surveys; Parents; Private Schools; Religious Education; School Organization; *School Statistics; School Surveys; Single Sex Schools; Student Characteristics; Tables (Data); Teacher Characteristics

Responses to an extensive survey by 910 (62 percent) of the head administrators at the 1,464 Catholic high schools in the United States provide the information presented in this report. The survey, containing 1,063 pieces of information in 14 sections, was designed to create a view of the resources, programs, facilities, personnel, and policies of Catholic high schools. Special scrutiny is given to how Catholic schools vary by gender composition (coed versus single sex), size, governance (parochial, interparochial, private, diocesan), and percentage of students from low-income families. Chapters 2-12 give a composite view of Catholic high schools, with each chapter focusing on a particular aspect of school life. Chapters 13-15 look at how school characteristics vary as a function of percentage of low-income students, gender composition, and operating authority. Chapters 1 and 16 are more thematic and interpretive. The appendixes contain the following additional information: (1) a list of consultants; (2) the survey instrument, instructions, and national summary data based on all 910 school reports; (3) a list of Catholic high schools that report having made significant achievements in each of nine categories; and (4) a list of project publications and procedures for obtaining additional data information. (MLF)

ED 256 065 EA 017 699

King, Alvy L.; And Others
Ways to Improve Schools and Education Project: Division of Family, School and Community Studies (DFSCS). Annual Report. Project Period: December 1, 1983 through November 30, 1984.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 149p.; For earlier report, see ED 248 195.
CONTRACT- 400-83-0007
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; *Improvement Programs; *Inservice Education; Management Development; Models; Professional Development; Professional Training; Program Descriptions; Program Design; *School Business Relationship; *Staff Development; State School District Relationship
IDENTIFIERS- Southwest Educational Development Laboratory; *Ways to Improve Schools and Education (Project)

The Ways to Improve Schools and Education Project (WISE) seeks to enhance school staff knowledge and skills through appropriate staff development adapted from local business and industry. Project WISE FY84 is an outgrowth of project accomplishments in FY83, which included a pilot test of collaborative school-business partnerships at three sites. From these pilot tests models and guidelines were developed for implementing such collaboration. The goal of the WISE project for FY84 was to facilitate the training of inservice education trainers to help meet school needs through the collaboration of schools, businesses, state and higher education agencies, and the Southwest Educational Development Laboratory (SEDL). To achieve its goal, Project WISE carried out the following major activities in FY84: (1) arranged for qualified consultants to review the revised models and guidelines and provided constructive suggestions for improvement; (2) tested the models and guidelines at school sites; (3) revised the Project WISE models and guidelines in light of reviewers' recommendations, and of information collected from the project sites, (4) planned and conducted its FY84 working conference; (5) provided collaborative staff development, based on prototype models and guidelines, for local trainers and state officials, and (6) disseminated information regarding results of the project's research and development activities. Illustrative exhibits are provided in the report, along with seven attachments, including guidelines, evaluation instruments, lists of participants, conference proceedings, and a bibliography. (TE)

ED 256 079 EA 017 717

Berreth, Diane G.
New Directions in Policy Analysis: Issues in the Analysis of Policy by Practitioners.
PUB DATE- Apr 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; Data Interpretation; Elementary Secondary Education; *Organizational Communication; *Policy; Policy Formation; Politics of Education; *Position Papers; *Professional Associations; Research Methodology
IDENTIFIERS- Association for Supervision and Curriculum Devel; *Policy Analysis

In response to the current intensified public interest in education, some professional organizations have undertaken to draft public policy responses. These responses are constrained by a variety of issues. When practitioner task forces analyze policy under time constraints, they face issues in policy definition, and the definition used affects the information sources selected. Task forces are also affected by issues of representativeness, personal agendas, and group dynamics. Under time constraints, access to a fully representative array of stakeholders and data is diminished. Finally, the format and depth of policy analysis reports is determined by conceptions of audience needs. Because practitioner audiences work in an environment of information overload, the consequent summarization and simplification of reporting may distort the authors' intent. (Author/TE)

ED 256 094 EC 172 092

Berg, Arlene

Development, Implementation, and Evaluation of Art Activities for Trainable Mentally Retarded Students.

PUB DATE- Feb 85
NOTE- 92p.; Master's Field Project and Research Report, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Tneses - Undetermined (040) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTORS- *Art Activities; Classroom Observation Techniques; Elementary Education; *Moderate Mental Retardation; *Multiple Disabilities; *Severe Disabilities

An art teacher describes her experiences in teaching three classes of moderately/severely mentally retarded and multiply handicapped students (6-16 years old). Instruction focused on sensory experiences which involved a variety of materials and creative activities. Lesson plans were prepared based on information gathered in a questionnaire completed by the teachers. A log was kept recording the attention span, interest, enthusiasm, and reaction of each student to the lesson. At the conclusion of 15 weeks, interviews were held with teachers to evaluate the projects. Findings are presented from teacher questionnaires on such topics as the benefits and goals of art education, and levels of assistance needed in various art activities. The teachers agreed that art experiences contributed to the social, emotional, and physical growth of the children. Recommendations are offered, including the need for diversification of nontoxic materials and student satisfaction whth finished products. A three-page reference list is followed by extensive appendices that include lesson plans, additional art activities, teacher surveys, and a student skills evaluation. (CL)

ED 256 109 EC 172 507

Iverson, Landa J.
Stereotyped Behaviors in Blind Children: Relationships to Motility Behaviors of Autism.
PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Multiple Disabilities; Neurological Impairments; *Visual Impairments
IDENTIFIERS- *Retrolental Fibroplasia; *Rubella; Stereotypy

Three groups of visually impaired children--10 with rubella, 7 with retrolental fibroplasia (RLF), and 9 with blindness other than rubella or RLF--were observed for stereotypic behaviors. Ss were observed in four different environmental settings: classroom/instruction; mealtime activity/breakfast, lunch, or supper; physical education/movement activity; and unstructured leisure time. Findings suggest that sterotypic behaviors are not related to lack of vision but rather to the etiology of the condition and presence of additional handicaps. Rubella children performed a larger variety of stereotypic behaviors (primarily autistic-motility behavior) than did Ss in the RLF group. Environmental setting had a great impact on the manifestation of stereotypic behaviors among those SS who performed them, with unstructured leisure time appearing to invite more stereotypic behaviors among rubella children than classroom and physical education/movement activity. The relationship of neurological involvement with stereotypy was considered. (CL)

ED 256 125 EC 172 526

Hemphill, Norma Jean
Promoting the Integration of Severely Handicapped Children into School/Community Social Systems. Final Report.
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- Sep 83
NOTE- 222p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Interaction; *Interpersonal Competence; *Mainstreaming; *Peer Acceptance; *Severe Disabilities
IDENTIFIERS- *Hawaii Integration Project

The major goals of the Hawaii Integration Project have been to: (1) promote the development of social interactive skills in severely handicapped children to facilitate their acceptance by and adjustment to integrated community settings; (2) develop effective methods of training (including inservice) to prepare general education teaching staff, nonhandicapped students, administrative and state agency staff and parents of handicapped and nonhandicapped and other community constituents to successfully adjust to the inclusion of severely handicapped children/youth into community settings; and (3) describe parameters of realistic, mutually beneficial, and rewarding peer interaction patterns between severely handicapped and nonhandicapped children/youth which can endure and generalize to other appropriate situations. Activities have included the development of an interactive process, inservice training and a social skills curriculum component for severely handicapped children and youth. Outcomes have included validated training models for these activities and the social skills curricular strategy packages. Sixty-seven severely handicapped project children/youth--ranging in age from 3-8 years and diagnosed as severely to profoundly retarded, severely multiply handicapped, autistic and deaf-blind--participated in project activities at five public school settings enrolling primarily regular education children. Project staff has included a project director, a curriculum coordinator, a part-time inservice training coordinator, a part-time program trainer at each school setting, and support staff. Both the University of Hawaii Department of Special Education, College of Education and the personnel who have been involved in the project brought to the project extensive professional experience in the areas directly relevant to project activities--including educational programming for severely handicapped children/youth, school and community integration of severely handicapped children/youth, and inservice training of educational personnel. (Author/CL)

ED 256 199 HE 018 233

Rosen, Mark I.; And Others
The University of Wisconsin-Madison and the Local and State
  Economies: A Second Look. Monograph No. 20.
Wisconsin Univ., Madison. Graduate School of Business.
REPORT NO.- ISBN-0-86603-019-0
PUB DATE- Mar 85
NOTE- 182p.
AVAILABLE FROM- University of Wisconsin, School of Business,
  Directory of Publications, 1155 Observatory Drive, Madison, WI
  53706 ($10.00 payable to U.W. Foundation).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- College Students; *Economic Development; Employment
  Opportunities; *Expenditures; Higher Education; Parents;
  Purchasing; Questionnaires; *School Business Relationship; *School
  Community Relationship; School Personnel
IDENTIFIERS- *Economic Impact; *University of Wisconsin Madison;
  Wisconsin (Dane County)

The economic impact of the University of Wisconsin-Madison (UW-Madison) on Dane County and the State was studied during 1983-1984. The overall economic impact of the university consisted of direct spending impact of purchases, taxes, and donations, plus the indirect impact of that money circulating through the community to be respent on other purchases and payments. The direct impact of five expenditure categories (construction and spending by the university, employees, students, and visitors) was an estimated $628.5 million a year, of which $533.2 million went to local businesses. Considering the circulation of that money, the estimate for the total direct and indirect impact of the university on the county economy was $1.41 billion a year. It was estimated that about 3,000 public sector jobs and more than 9,500 private sector jobs were the result of the university's direct spending, while at least 5,300 private jobs were due to indirect effects. In addition, the university employed 21,677 regular and student employees. Appendices include: information on benefits to the state provided by UW-Madison hospital and clinics; survey questionnaires for faculty/employees, students, football fans, parents, and visitors, and a four-page selected bibliography. (SW)

ED 256 227 HE 018 262

Ayewoh, Michael Ehi

Expressed Needs and Concerns of Black Students at a Small, Rural, and Predominantly White University. Research Report No. 5.

Mansfield Univ., PA. Special Programs/Learning Resource Center.
PUB DATE- Apr 85
NOTE- 23p.; For related document, see HE 018 261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Groups; *Black Students; College Environment; *College Students; Females; Higher Education; Institutional Research; Majors (Students); Males; Place of Residence; Questionnaires; Rural Schools; Small Colleges; Student Adjustment; Student Attitudes; *Student Characteristics; Student College Relationship; *Student Needs; *Student Unions
IDENTIFIERS- *Mansfield University PA

Needs and concerns of 35 black students enrolled at Mansfield University in spring 1985 were assessed. Biographical information and opinions of the respondents were obtained using a questionnaire, which is appended. Characteristics of the sample include: 66.67 percent were males and 33.33 percent were females; 22 of the students were 18 to 21 years old, 9 were 22 to 25 years old, and 4 were 26 to 29 years old; there were 11 freshmen, 9 sophomores, 9 juniors, 5 seniors, and 1 graduate student; more than half of the respondents were in-state, while 31.43 percent were from New York, New Jersey, Massachusetts, Virgin Islands, and Georgia; and students majored in 15 fields. Students were asked to write what should be done by the university to improve the quality of academic and social/environmental issues concerning black students. Frequently expressed needs included: more black professors and students, more black-related courses and activities, and a black affairs office to handle academic and social adjustment of black students. Twenty-three students felt the black student union served their interests, while 11 said it did not. Students' comments about their needs, the black student union, and the quality of student life are included. (SW)

ED 256 241 HE 018 276

Shriberg, Arthur

Putting Intercollegiate Athletics and the College Athlete in Perspective.

PUB DATE- 84

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Organization; *Athletes; Athletic Coaches; Athletics; College Students; Competition; Departments; Fund Raising; Higher Education; *Intercollegiate Cooperation; Policy Formation; *Program Development; School Organization; *Student College Relationship; *Student Needs

IDENTIFIERS- *College Athletics

The development of goals and objectives for intercollegiate athletic programs and for athletes is discussed by Xavier University's vice-president for student development. Usually there is a combination of institutional goals such as using athletics to produce revenue or to recruit students, or achieving growth in participation in intercollegiate athletics. Once goals are established, additional issues to be considered might include: how honest, competitive, or commercial the athletic program is to be. Another step is to decide who will be in charge of the program. If the goal is primarily fund raising, athletics should be under the development office, while if athletics is seen as an extension of academics, the academic vice president might supervise the program. Additional concerns include: career development for the student athlete; review of the disciplinary system and the treatment of athletes; decision-making about whether the athlete's health permits playing in a game; the question of whether student athletes have the same opportunity to participate in extracurricular activities as nonathletes; methods for distributing financial aid to athletes; academic and personal advising for athletes; and review of the athletic department's practices. (SW)

ED 256 270 HE 018 336

Hunziker, Celeste M.

Evaluation of the Individualized Study Program: Reduced Study Load Option and Basic Skills Workshops.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Mar 85

NOTE- 41p.; For related documents, see HE 018 337 and HE 018 343.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Persistence; Basic Skills; *College Students; Comparative Analysis; *Developmental Studies Programs; *Disadvantaged; Full Time Students; Grade Point Average; Higher Education; *High Risk Students; *Individualized Instruction; Nontraditional Students; Open Enrollment; Part Time Students; Program Evaluation; *Remedial Programs; Selective Admission; State Universities

IDENTIFIERS- Course Load; *University of California Davis

The Individualized Study Program (ISP) at the University of California, Davis, which is designed to enhance retention of students with academic skill deficiencies, was evaluated. The target group was disadvantaged students who had not met the university's entrance requirements. Attention was focused on two aspects of the program: allowing students to reduce their academic unit load and individualized study programs provided through workshops. ISP participants spent 2-5 hours per week in basic skills workshops for one academic quarter. Students who participated in the workshops and who reduced their academic load earned approximately the same grade point averages as two comparison groups: students who attended workshops but did not reduce their load, and students who did not participate in the ISP. Participants did as well or better than their comparison group, even though they entered the university with significantly lower Scholastic Aptitude Test scores. Intensive remedial assistance during the first quarter appeared to be more beneficial than assistance provided after students had academic difficulty. Appendices include a description of ISP offerings, a sample ISP contract, and information on ISP students who did not return for a second year. (SW)

ED 256 371 IR 051 113

Peters, Paul Evan, Ed.

Command Language and Screen Displays for Public Online Systems. Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, March 29-30, 1984).

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Mar 85

NOTE- 91p.

LANGUAGE--English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Information Retrieval; Information Storage; *Information Systems; Libraries; *Library Catalogs; Library Cooperation; *Library Technical Processes; Online Searching; Online Systems; Position Papers; *Programing Languages; *Standards

IDENTIFIERS- *Online Catalogs

The Bibliographic Service Development Program of the Council on Library Resources convened a meeting of experts in March 1984 to consider the advisability of applying standards in the development and operation of online public access catalog systems in libraries. Following presentations from three invited participants, working groups were formed to discuss and formulate positions regarding issues selected from a list compiled as a result of a 1983 meeting of system designers. Following a summary and preface the document comprises seven sections: (1) Introduction and Background; (2) Synopsis of the Meeting (includes a summary of a presentation by Charles Hildreth); (3) "Command Languages and Codes" (Michael Monahan); (4) "Screen Displays for Public Online Systems" (Joseph R. Matthews); (5) Summary of Working Group Observations and Recommendations; (6) Summary of Meeting Observations and Recommendations; and (7) Concluding Remarks. Each of the four working groups discussed issues related to command languages and codes and to displays and messages, and reported their observations and recommendations. A meeting agenda, a list of participants, and discussion topics of the working groups are appended. (THC)

ED 256 399 JC 850 174

Update of Community College Transfer Student Statistics, Fall 1984.
Commission Report 85-21.
California State Postsecondary Education Commission. Sacramento.
PUB DATE- Mar 85
NOTE- 48p.; For fall 1983 report, see ED 242 356.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; *Two Year College Students
IDENTIFIERS- *California

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1984 transfers, contrasted with findings from previous years, indicated that: (1) after a 1-year increase between fall 1982 and fall 1983 in the number of community college students who transferred to UC and CSU, the number decreased again between fall 1983 and fall 1984 to 35,391; (2) community college districts and campuses varied widely with respect to both the nature and the magnitude of change in the number of students who transferred between fall 1983 and fall 1984; (3) community colleges experiencing the largest transfer losses tended to be those with a very high proportion of Black or Chicano freshman students; and (4) percentages of Black, Chicano, and Asian students among fall 1984 transfers to UC and CSU changed little from fall 1983, with slight decreases among Black students and slight increases among Chicano students for both segments. (LAL)

ED 256 413 JC 850 189

Jensen, Arthur M.
Multicampus Community Colleges: Twenty Years Later.
San Bernardino Community Coll. District, Calif.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *College Administration; *Community Colleges; Educational Trends; *Multicampus Districts; National Surveys; Two Year Colleges

A study of the administration of multicampus community college districts was conducted to determine the type of organization being used; to identify major administrative policies and practices in the areas of curriculum and instruction, student personnel services, student personnel, plant and facilities, finance (business affairs), and community services in which multicampus and multicollege districts differ; to examine and identify channels of communication; to examine methods of involving faculty in decision making; and to identify any new trends in multicampus district management. The study involved making case studies of 14 multicampus districts in five states. Selected findings, based on interviews with key administrators at each district, included the following: (1) in all districts, the policies and procedures for the formation of curriculum objectives were set by the central office; (2) services rendered by student personnel offices included admissions, counseling and guidance, records, registration, student activities and athletics, with decisions regarding student services considered a campus responsibility; (3) all chief executive officers at the district and campus levels felt that staff personnel policies and procedures must be districtwide; (4) there was unanimous agreement that finances and business affairs should be handled by the central office; and (5) the majority of multicollege districts had separate accreditation for each college, while the multicampus districts operating as a single legal institution with campuses were accredited as a single institution. The study report includes comparisons with findings from a 1963-64 study of multicampus college administration, along with a summary of the findings and recommendations of the previous research. (AYC)

ED 256 037 EA 017 661

McBeath, Marcia; Hoffman, Gilbert L.
The Big Jump in Educational Programs: From Categorical to Block.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Apr 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Portions of document contain light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Grants; *Categorical Aid; Comparative Analysis; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; *Finance Reform; Government School Relationship; Literature Reviews; Private School Aid; *Program Effectiveness; Program Evaluation; Program Implementation; Questionnaires
IDENTIFIERS- District of Columbia Public Schools; *Education Consolidation Improvement Act Chapter 2

This study was conducted (1) to determine the effects of the change, under Chapter 2 of the Education Consolidation and Improvement Act (ECIA), from categorical grants to block grants in the District of Columbia, and (2) to compare these local effects with the findings of other nationwide studies. The first half of the paper is a review of reports on the effects of Chapter 2 sponsored by organizations representing state officials (Council of Chief State School Officers), educational administrators (American Association of School Administrators), citizens' groups (National Committee for Citizens in Education), and the federal government (National Institute of Education). The second half of the paper reports the findings of an analysis comparing data from the formulation, administration, and evaluation of ECIA Chapter 2 block grant programs in the District of Columbia Public Schools with data reported nationwide and with data from previous categorically funded projects. Results are given for: (1) comparison of number of projects and of students under block and categorical grants; (2) comparison of funds received by state education agencies; (3) comparison of funds for local education agencies; (4) use of funds, 1982 vs. 1983; (5) use of funds, public vs. private schools; and (6) perceptions of quantity and quality comparisons between block and categorical grants by public and private schools. The findings are then compared with the findings from the literature review. References are included. (TE)

ED 256 141 EC 172 542

Hadley, Marilyn; Rentfrow, Diane
South Dakota Public Law 89-313 Projects: 1982-1983.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
SPONS. AGENCY- Bureau of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE- May 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; Preschool Education; Program Descriptions; *State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; *South Dakota

The booklet summarizes the projects conducted by 15 agencies in South Dakota using funds from P.L. 89-313 (Amendments to Title I of the Elementary and Secondary Education Act), designed to help meet special education needs of handicapped students. Each summary provides the following information: project title, state agency, project location, type and number of children served, funding allocation, background, project goal, project objectives, methodology, and evaluation. Projects address such topics as physical education recreation and leisure services; preschool services for physically handicapped children; vocational assessment; prevocational instruction; communication skill development; personal/social adjustment; alternatives to residential schools; and supplemental assistance for hearing impaired students. (CL)

ED 256 185 FL 015 048

Curtin, Constance; Shinall, Stanley

Strategies for Foreign Language Instruction on the Microcomputer.

PUB DATE- 18 Nov 84
NOTE- 6p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, I[illegible] November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Media Selection; Microcomputers; *Second Language Instruction; Teaching Methods

One way for foreign language teachers to evaluate computer software, or courseware, for computer-assisted instruction is to look at it from the point of view of the roles of the courseware author as production manager, curriculum developer, learning specialist, instructional designer, and evaluator. In assessing courseware, teachers should decide whether: (1) a specific audience is addresed; (2) lesson segments are integrated and sequenced logically; (3) presentation methods suit the content; (4) adequate documentation and suggestions for use are available; (5) lesson content is correct; (6) the language is colloquial and the material culturally authentic; (7) material is interactive, with meaningful and helpful computer responses; (8) computer responses are nonjudgmental and encouraging; (9) there is room for individual differences in student responses; (10) sound teaching practices are followed; (11) help is available for the student if needed; (12) hardware and authoring language are suitable for the task; and (13) the lesson has specific goals. After observing the intended audience using the program, teachers should decide whether the lesson captures student interest, whether students feel successful and rewarded, and whether students succeed as measured by independent testing. (MSE)

ED 256 256 HE 018 320

Gilbert, Caroline Marie

Educating Welfare Women in College.

PUB DATE- Jun 84
NOTE- 112p.; Master's Plan B paper, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Ancillary School Services; *College Attendance; Community Programs; Economically Disadvantaged; Educational Benefits; Education Work Relationship; Employment Potential; Federal Programs; *Females; Financial Needs; Higher Education; *Low Income Groups; Models; *Nontraditional Students; Public Policy; Skill Development; State Programs; Student Development; *Student Needs; *Welfare Recipients
IDENTIFIERS- De Anza College CA; University of Minnesota

The importance of higher education for women on welfare, the needs of welfare women in college, and college services provided to this population are discussed, along with model college programs, and policy implications for local, state, and federal programs. It is proposed that single-parent women on welfare have access to higher education so they can escape welfare and achieve long-term self-sufficiency. The following benefits of educating welfare women are considered: increased employment opportunities, personal growth, positive effects on children, financial benefits, social productivity, and benefits to colleges which are seeking to increase enrollments. Needs of welfare women in college include: financial aid, skill development and training, and personal and psychological support. Two operational models serving welfare women are described: De Anza Community College program and the University of Minnesota HELP program. The structural relationships between federal policy and the welfare system are also addressed, along with educational and social government policies, including food, medical, child care, and housing programs. Recommendations for structural change are included, along with a bibliography. (SW)

ED 256 313 IR 011 633

French, Margaret
Research and Theory into Instructional Practice: A Realistic Challenge or an Impossible Dream.
PUB DATE- Jan 85
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diffusion (Communication); Educational Technology; Educational Theories; Graduate Study; *Instructional Design; *Instructional Development; *Learning Theories; *Models; Researchers; Research Methodology; *Research Utilization

Theorists, researchers, and practitioners should be problem solvers, and need to integrate research findings within practical models. Given a defined instructional problem, the recommendation of an appropriate solution should be based on the realization that only prescriptive design theory emphasizes methods and presentation specifications, and that descriptive theories cannot be directly translated into instructional practice. Models derived from research and theory can be developed which consider reliability, validity, and generalizability of research findings. However, problems have occurred because many theories have been developed outside the practical world of instructional development/design; researchers have focused on studies of instructional effects rather than instructional effectiveness; theoretical contributions have been reduced by misplaced emphasis on gross media comparisons; practical research studies are scarce because of the difficulties inherent in conducting classical experimental designs within the framework of day-to-day instruction; and key limitations of various theoretical models are rarely reported. Strategies that can be employed to increase the interplay of knowledge, expertise, and technology, and that make it possible to rely on the technology of instructional design and development for providing solutions include promoting open communication, examining graduate instructional technology programs to insure that they are effective, and integrating the roles of scientists and technologists. (LMM)

ED 256 327 IR 011 647

Morin, Andre

New Trends for New Needs in Instructional Technology Theory and Development.

PUB DATE- Jan 85

NOTE- 31p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; Case Studies; *Ethnography; *Evaluation Methods; Foreign Countries; Higher Education; Models; Participation; *Program Evaluation; *Research Methodology

IDENTIFIERS- Participatory Evaluation; *Participatory Research; Quebec

This report shares insights on varied experiences in action research at the university level and describes methods for involving subjects in research. Examples used include case histories of two projects: the Projet de recherche et d'intervention a la maison (PRIM), a research project on home intervention; and the Ford Teaching Project. Based on experiences in conducting a collective writing colloquium with popular educators in Quebec, seven principles are discussed which indicate that action research requires: (1) negotiation that leads to commitment; (2) an open contract; (3) a neutral quest for significance; (4) transcendence of the application of theory to practice; (5) valuing the experience of others; (6) diffusion of aggressive dialog and argument activities; and (7) living with uncertainty and the knowledge that every situation is unique. Applications of a participatory action research approach are discussed, including its use as a strategy for collecting data and writing scripts or regional research proposals, and as a project evaluation model. Conclusions address the need to use action research to bridge the gap between practice and theory. A 15-item reference list is included. (LMM)

ED 256 342 IR 011 662

Torardi, Mary Montag
The Development of a Computer Literacy Assessment Instrument.
PUB DATE- Jan 85
NOTE- 29p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Competence; *Computer Literacy; *Computers; *Computer Science Education; Field Tests; Higher Education; Item Analysis; Models; Skill Analysis; Student Attitudes; *Test Construction; *Test Reliability; *Test Validity

This report describes the procedures used to construct and validate the Standardized Test of Computer Literacy (STCL), a criterion-referenced instrument designed to assess students' computer literacy. Following a statement of the study problem and purpose, a description of the study methodology outlines the use of a 12-step model for development and validation of criterion-referenced tests as a guide for creating the STCL. The procedures discussed include: (1) defining the content and identifying objectives for the areas of computer attitudes, computer systems, computer applications, and computer programs; (2) gathering computer literacy competencies from the literature, a survey of 90 computer education specialists, and the Computer Anxiety Index and the Beliefs About Computers Scale; (3) development of 156 test items by 15 Iowa State University computer literacy specialists; (4) pilot testing involving empirical item analysis based on administration to 44 college students and judgmental item analysis by 9 computing instructors; and (5) collecting reliability, validity, and normative data on the final 80-item test. Results reported indicate that the STCL was both a valid and reliable measure of computer literacy. Twenty-two references are listed. (LMM)

ED 256 110 EC 172 508

Dean, Raymond S.
The Interaction of Neuropsychological and Emotional Variables in LD Children.
PUB DATE- 22 Feb 85
NOTE- 8p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Emotional Adjustment; *Emotional Development; *Failure; Intervention; *Learning Disabilities

Ninety males (9-12 years old) with normal intelligence who were from 2-3 years behind expected placement in at least one academic subject participated in either experimental or traditional tutorial approaches for 1 hour weekly over 6 weeks. Experimental groups focused on academic remediation, desensitization of negative emotional reactions, and the development of appropriate classroom behaviors. Differential levels of reinforcement encouraged Ss to approach more aversive tasks. Results on tests of academic achievement, behavior, neuropsychological measures, emotional functioning, and reaction to reading failure showed that significant gains were made in remediating skill deficits and the extent to which experimental Ss were able to cope with the stress of failure. Ss showed significant gains in reading, rated classroom behavior and the ability to respond concomitant with their measured skill level even after obvious failure. (CL)

ED 256 172 FL 014 999

Oskarsson, Mats
Self-Assessment of Foreign Language Skills: A Survey of Research and Development Work.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- ISBN-92-871-0358-5
PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Language Research; *Language Skills; *Language Tests; Literature Reviews; *Second Language Learning; *Self Evaluation (Individuals); Surveys; Teacher Education; Test Reliability; Test Validity

A review of research in self-assessment techniques for foreign language skills is based on a survey of the literature and the results of a survey of teachers, researchers, and administrators in adult education centers in many areas of the world. Two late 1970s surveys of self-assessment research and pilot experiments concerning the general validity and usefulness of learners' estimates are described, and more recent research is reviewed. A growing body of research on the use of self-assessment procedures for continuous evaluation purposes is also examined, and the survey results are reported. The pattern emerging is of consistent overall agreement of self-estimates and external criteria, but the need for practice in autonomous learning and self-directed evaluation is emphasized in some of the sources, and it is suggested that teacher training in these areas is a further prerequisite for effective development of self-evaluation techniques. A variety of self-assessment aids are described and illustrated, and it is noted that the kind of instrument seeming to yield the most accurate information consists of descriptions of concrete linguistic situations that the learner can interpret and evaluate in behavioral terms. Implications of the findings and areas needing further study are discussed. (Author/MSE)

ED 256 285 HE 018 353

Gallin, Alice, Ed.
Tradition in a Changed Context.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 85
NOTE- 32p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 ($5.00 each for 1-9 copies; $4.50 each for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Catholic Schools; *Church Related Colleges; *College Role; Core Curriculum; *Curriculum Development; Educational Change; Educational History; Higher Education; Single Sex Colleges; Social Change; *Values Education; *Womens Education
IDENTIFIERS- Alverno College WI; Fordham University NY *Institutional Mission

The mission of Catholic colleges and universities and their responses to change are discussed in four articles. Historical information on Catholic women's colleges and the current picture are reviewed by Abigail McCarthy in "A Luminous Minority." The revision of the curriculum at Fordham College is described by James N. Loughran in "A New Curriculum Can Make a Difference." The college moved from a loose, distribution requirements curriculum to a more structured core curriculum. A sample 4-year program for an A.B. student majoring in political science with a concentration in comparative politics is included. A radical approach to the communication of values and the measurement of outcomes is illustrated in the Alverno College plan, described by Margaret Earley and Joel Read in "Identity and Quest: Their Interrelationship at Alverno College." The teaching of valuing involves four levels: sharpening awareness, tracing patterns (inference), teaching patterns (relationships), and carrying out decisions. Finally, in "Education for Justice: Concern, Commitment and Career," David J. O'Brien reaffirms the overarching purpose of Catholic education: to penetrate the culture. An introduction by Alice Gallin is included. (SW)

ED 256 299 IR 011 596

Kempers, Bert A.

Computer Mediated Laser Videodisc Art Retrieval System. Final Report.

Media Design Associates, Boulder, CO.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Jan 85
NOTE- 35p.
CONTRACT- 400-84-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Products; Comparative Analysis; Computer Assisted Instruction; Costs; Feasibility Studies; *Photographic Equipment; *Production Techniques; *Videodisc Recordings; *Video Equipment; Videotape Recordings
IDENTIFIERS- *Videodiscs

If laser videodiscs are to become an important facet of computer-mediated education, cost-effective and time-effective methods of production must be found. Media Design Associates systematically investigated six ways to inexpensively transfer artwork to videodiscs. With each methodology, 204 pieces of varied artwork from the Biological Sciences Curriculum Study archives were transferred to a disc using various combinations of 35mm, and 16mm photography, and 1-inch videography. Analysis and evaluation of the resulting disc demonstrated that organizing the art was very important. Each of the six methodologies produced still frames with an acceptable range, but differences were discovered, and the best image quality and price and shortest time were accomplished using a state of the art video recorder capable of recording single video frames. Results indicate that quality still frames of artwork can be recorded on laser videodiscs at a reasonable cost for educational use. Cost effective pictures of real objects may now contribute to computer mediated educational experiences. A 24-item bibliography is included. (Author/LMM)

Daval, Nicola, Comp.; Lichtenstein, Alexander, Comp.

ARL Statistics, 1983-84. A Compilation of Statistics from the One Hundred and Seventeen Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.
PUB DATE- 85
NOTE- 72p.; For related document, see ED 241 036.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20034 (ARL members, $8.00 nonmembers, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Doctoral Programs; Enrollment; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Rank Order

This report presents data compiled from the 117 libraries that were members of the Association of Research Libraries (ARL) during the 1983/84 academic year. A guide to library code numbers provides a complete list of ARL members. Data tables describe research library collections, interlibrary loans, expenditures, and staffing in fiscal 1984, as well as university enrollments, Ph.D's awarded, and Ph.D. fields. Changes in these measures during the past 10 years are examined through an analysis of the data from 84 ARL university libraries for the fiscal years 1974-75 and 1983-84. Further report sections include: an analysis of selected variables; Ph.D. and enrollment statistics; the ARL Library Index; a summary of rank order tables for ARL university libraries; and the rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditures, total items lent, total items borrowed, and current serials expenditures. A copy of the ARL Statistics Questionnaire is included. (THC)

ED 256 385 JC 850 156

Transfer Outcomes, Fall 1982. Office of Institutional Research Report #26

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Nov 82
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Colleges; *College Transfer Students; Community Colleges; Grade Point Average; Two Year College Students; Universities

Information is presented on former Community College of Philadelphia (CCP) students who transferred to four-year institutions in the Philadelphia area in the fall 1982 semester. The first tables indicate that of the 526 CCP students who applied for transfer to four-year colleges, 75% were accepted, 23% were rejected, 1% were accepted conditionally, and 1% were placed on a waiting list. The students earned an average of 47 credit hours at CCP, had a cumulative grade point average (GPA) of 2.9, and 30% held a degree from CCP. The bulk of the report breaks down these figures by college program. (AYC)

ED 256 428 JC 850 204

Friedlander, Jack; Gocke, Sharon
Results of the Fall 1984 Survey of Napa Valley College
Administrators, Classified Staff, and Faculty.
Napa Valley Coll., Napa, CA.
PUB DATE- 5 Feb 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; College Environment; *College Faculty; Community Colleges; Employer Employee Relationship; *Faculty College Relationship; Governance; Questionnaires; *School Personnel; School Surveys; Self Evaluation (Groups); Staff Development; Two Year Colleges

In November 1984, all administrators, classified staff, and faculty at Napa Valley College (NVC) were surveyed concerning a wide range of topics related to working at the institution. The survey, which was completed by 17 administrators (71%), 60 classified staff members (42%), 71 full-time faculty members (63%), and 79 part-time faculty members (44%), was designed to determine the extent to which staff members were satisfied with such aspects of the college as college programs and services, equipment, opportunities for professional development, participation in college governance, employer-employee relations, and educational quality. Study findings included the following: (1) more than 85% of the faculty members expressed satisfaction with the college's procedures for admissions, registration, and grade reporting; (2) faculty, classified staff, and, to a lesser extent, administrators expressed a need for increased opportunities for professional development; (3) 80% of the administrators and 41% of the part-time faculty expressed dissatisfaction with teacher evaluation procedures; (4) the majority of classified staff reported that their opinions, ideas, and suggestions were considered seriously by their supervisors, and indicated that they generally received information in a timely manner. The survey instruments and recommendations for strengthening college operations are included. (Author/AYC)

Reynolds, Peter L.; Williams, David D.
The Daily Operations of a Home School Family: A Case Study.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Environment; *Home Schooling; Nontraditional Education; Parent Child Relationship; Parent Participation; Parent Role; Primary Education; Success; Young Children

Observations and interviews conducted in three different series over an 18-month period provided data about the operation of one family's home school. When combined with data from observations conducted in two other home schools, the information led to a number of conclusions concerning both potential strengths of home schools as learning environments and potential hardships facing those operating such schools. The report presents extended descriptions of three typical days in a home school operated by a family for their four children. The "days" reported are condensations of typical activities from several days, and each represents one of the series of observations. The report also discusses the materials used, the children's achievement, the organization of the curriculum, and the school's impact on the socialization of the children. (PGD)

ED 256 095 EC 172 093

Amabile, Teresa M.; And Others

Social Influences on Creativity: Evaluation, Coaction, and Surveillance.

SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Aug 84
NOTE- 28p.; Supported by Biomedical Research Supports Grants. Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
AVAILABLE FROM- Teresa M. Amabile, Brandeis University, Department of Psychology, Waltham, MA 02254.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Creativity; *Expectation; *Student Evaluation

Two experiments examined the effects of evaluation expectation and the presence of others on creativity in undergraduate students. In both, some Ss expected that their work would be evaluated by experts, while others expected no evaluation. Evaluation expectation was crossed, in each experiment, with the presence of others. In the first experiment, this variable was operationalized as coaction; some subjects worked individually in small groups, while others worked alone. In the second experiment, it was operationalized as surveillance; some subjects believed they were being watched while working. Effects of evaluation expectation were consistently strong. On both the verbal task used in Study 1 and the artistic task used in Study 2, creativity was lower in those groups expecting evaluation. Evidence on the social facilitation or social inhibition of creativity was less clear. Coaction had no effect, and surveillance had only a weak negative effect. Moreover, there was no clear evidence that the effect of surveillance was due to evaluation apprehension. The results are discussed in terms of motivational and cognitive influences on creativity. Three pages of references are included. (Author)

ED 256 126 EC 172 527

Levy, Irena; Yoneshige, Dora
School Climate: Applied to Integration and Access of Special Education Children in Full Learning Environments. A Ho'okoho Module.
Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 83
NOTE- 64p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532. Portions may be marginally legible.
CONTRACT- 300-80-0746
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Agents; *Disabilities; *Educational Environment; Elementary Secondary Education
IDENTIFIERS- *Hawaii Integration Project

The module is intended to help educators understand the components of school climate and its influence on the integration of students with handicaps. Three competencies are addressed: (1) to develop an understanding of the concept of school climate, identify its components and analyze its relationship to educational goals; (2) to develop an awareness of one's level of influence, the capacity to effect change, and the relationship of others' level of influence; and (3) to develop an awareness of school climate at their individual schools and utilize a systematic strategy for effecting change. Objectives are presented for each competency and handouts address such issues as climate outcomes (including respect, trust, and high morale), determinants of school climate, levels and kinds of influence, social groups, networking, and problem solving sequences. (CL)

ED 256 158 FL 014 963

Thogmartin, Clyde; Courteau, Joanna
A Checklist of Phonological, Grammatical and Lexical Contrasts
between Spanish and Portuguese.

PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; *Grammar; Language Usage; Morphology (Languages); *Phonology; *Portuguese; *Spanish; Syntax; *Vocabulary

A comparison of grammatical, lexical, and phonological differences between Spanish and Portuguese that resulted from a study of the two languages' mutual intelligibility is presented as a convenient list of items that assumes a basic language knowledge in the user. The information is presented in five sections: (1) phonological contrasts (phonemic and phonetic contrasts, suprasegmental differences, and rhythmic differences); (2) morphology (verb systems, pronouns, contractions, determiners, and plural formation); (3) syntax (questions, object pronouns, prepositions, main verb + gerund/infinitive constructions, the Portuguese future subjunctive and personal infinitive, and other syntactic contrasts); (4) usage (pronouns of address, object pronouns and their paraphrases, uses of the article, answers to yes/no questions, tense usages, and ser/estar); and (5) lexicon (false cognates, gender contrasts, and recognition of cognates). (MSE)

ED 256 200 HE 018 234

Douglas, Joel M.; Kotch, Elizabeth A.

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Volume 11.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Jan 85

NOTE- 227p.

AVAILABLE FROM- National Center for the Study of Collective of Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; *Unions

IDENTIFIERS- *Canada; *United States

Data on 1984 faculty bargaining agents and collective bargaining agreements in public and private U.S. and Canadian colleges are presented, along with a brief narrative description of 1984 trends. For each institution, information is provided on the bargaining agent, unit size, the year the current agent was elected, the year the initial contract was signed, the number of campuses, and the contract expiration date. Summary data are also presented on U.S. elections for bargaining agents (name of agent, size, whether the agents were elected, decertified, challenged, or whether no-agent votes were cast). Some 1974-1984 trend data for public and private institutions are provided on the growth of bargaining agents and collective bargaining agreements, and agreements at two- and four-year institutions. Additional data cover: a 1985 breakdown for public and private colleges by specific agents, no-agent votes during 1971-1984, geographic distribution of bargaining agents and contracts, the number of faculty represented by the agents, the date of public sector collective bargaining legislation, decertifications for 20 institutions, and institutions affected by the "Yeshiva" decisions. An index of institutions is appended. (SW)

ED 256 214 HE 018 248

Televised College Football. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Energy and Commerce. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 31 Jul 84

NOTE- 158p.; Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agencies; *Athletics; *Commercial Television; *Competition; Contracts; *Court Litigation; Economic Factors; Financial Policy; *Football; Hearings; Higher Education; Income; Legal Problems; *School Business Relationship

IDENTIFIERS- College Athletics; Congress 98th; *National Collegiate Athletic Association; Supreme Court

Hearings on the effects of a 1984 U. S. Supreme Court ruling concerning the televising rights of college football games are presented. Responses to the decision by colleges and broadcasters, and likely impacts on schools, are considered. In deciding the case brought by the University of Georgia and University of Oklahoma -- against the National Collegiate Athletic Association (NCAA), the court ruled that NCAA may no longer serve as sole agent for colleges and universities in the sale of television rights for football games. The practices of the NCAA were judged to restrain trade unreasonably, inhibit competition in the marketplace, and constitute price fixing. Information is provided on the background of the NCAA's television plans leading to the 1982-1985 plan that was voided by the Supreme Court, as well as events following the judicial decisions. Also considered are the financial positions of colleges and universities under contracts that have recently been entered into by the College Football Association and the Big Ten/PAC Ten coalition as compared to the schools' financial positions under the now-invalid NCAA television plan. Included is the 1984 proposed National Football Television Plan. (SW)

ED 256 228 HE 018 263

Crismore, Avon
Academic Skills Improvement in Higher Education: Challenges, Issues,
and Possible Approaches.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Students; Educational Testing; Higher Education; Learning Laboratories; Learning Theories; *Needs Assessment; Nontraditional Students; Reading Centers; Resource Centers; *Skill Development; Study Centers

Challenges and approaches for academic skills improvement programs for college students are discussed. Important prerequisites are a needs assessment and long-range plan and an academic skills improvement program based on theory and existing models. Identifying a set of supportive people with power and resources at an institution is also needed. Examples of such resources are the student affairs office and deans of colleges such as education. Academic skills programs also need to meet the needs of untraditional students through flexible schedules and modes of delivery. A realistic approach to testing issues includes developing new instruments that are sensitive to affective and cognitive domains. A further challenge is to change the perception of learning centers from just being remedial to places and programs that prepare students for the university environment. A model skills improvement program should be intermediary and interdisciplinary, based on theories (e.g., learning, cognitive, developmental and social psychology, semiotics, and rhetoric). It would also make use of instructional systems technology and instructional psychology and would conduct basic and applied research using both experimental and naturalistic methods. (SW)

ED 256 242 HE 018 277

Status of Higher Education in Maryland, 1985.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- 85
NOTE- 6p.; For an earlier report, see ED 150 902.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Journal Articles (080)
DESCRIPTORS- Accountability; College Entrance Examinations; *College Faculty; *College Students; Community Colleges; Educational Quality; *Enrollment Trends; Financial Support; Full Time Faculty; Full Time Students; *Higher Education; Majors (Students); Part Time Faculty; Part Time Students; Private Colleges; State Colleges; Tuition
IDENTIFIERS- *Maryland; Public Colleges

The status of higher education in Maryland in 1975 and 1985 is compared, with attention to enrollments, student qualifications, programs, faculty, funding, quality, accountability, and the role of higher education in society. Data on opening fall 1984 enrollments and changes from 1983 are provided for Maryland community colleges, state colleges and universities, and private colleges. Enrollments during the past 10 years in Maryland have grown by only 13 percent, and women account for all of the enrollment growth. The number of part-time undergraduates surpassed the number of full-timers in 1982. Average scholastic aptitude scores for Maryland high school seniors have increased for the past 3 years. Major changes have occurred in student interests, including a shift away from the liberal arts and sciences and toward programs with strong career orientations. While the number of full-time faculty at public colleges remained stable between 1975 and 1983, the number of part-time faculty increased by 39 percent. Currently 50 percent of all faculty are part-time. Despite less campus purchasing power, modest enrollment growth has given campuses the opportunity to focus on improving quality rather than dealing with expansion. (SW)

Wilson, Lizabeth A.
The Connection between Library Skills Instruction and the Developmental Writer: Administrative Implications.
PUB DATE- 22 Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition (36th, Minneapolis, MN, March 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *College Students; Higher Education; Library Administration; *Library Instruction; *Library Skills; Position Papers; Program Descriptions; *Program Design; Program Effectiveness; *Research Skills; Student Research; Writing (Composition); Writing Skills
IDENTIFIERS- *University of Illinois Urbana Champaign

This paper opens with a brief description of three administrative options for implementing bibliographic instruction programs for college level students: (1) composition instructors teach their students research methods without working with librarians; (2) librarians offer separate library skills courses to the general student body; and (3) instructors and librarians cooperate in developing and implementing bibliographic instruction programs. Problems with the first two methods are discussed briefly, and the operations of an administrative partnership between the library and the English Department at the University of Illinois are described. These operations include logistics, benefits, and applications for other institutions. Five major benefits of such a partnership are discussed. A checklist is presented for the classroom instructor with sections on needs assessment, department organization, library organization, and library instruction and orientation. A selected bibliography is included with sections on bibliographies/literature reviews; periodicals/columns devoted to bibliographic instruction; guidelines and recommendations; handbooks; theory, general discussion, and case studies; and librarian-English instructor cooperation. (THC)

ED 256 052 EA 017 677

Bredeweg, Frank H.
United States Catholic Elementary and Secondary Schools, 1984-1985. A Statistical Report on Schools, Enrollment, & Staffing. Special Focus on Minority and Non-Catholic Enrollment.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($5.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Databases; Elementary Secondary Education; *Enrollment; Enrollment Trends; Lay Teachers; *Minority Groups; Private Schools; *School Statistics; Tables (Data); Tax Credits; Teacher Student Ratio; Tuition; Urban Education
IDENTIFIERS- *Non Catholic Students

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. This year's publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. Where information is available, comparisons are made with other private schools as well as with the public sector. Tables show the percentage of schools in each of six geographical regions and what has happened in recent years. Other tables show types of schools (ownership and administration); location (urban, suburban, and rural); and enrollment sizes. Enrollment in the private sector has grown to 12.6 percent in 1983. In 1980-81 (latest data available) Catholic school enrollments constituted about 63 percent of the private elementary and secondary sector. The percentage of non-Catholics has increased (from 2.7 percent in 1969-70 to 11.1 percent in 1983-84), as has that of ethnic minority students (from 10.8 percent in 1970-71 to 20.2 percent in 1983-84). At the elementary level, the pupil teacher ratio stands at 21:1 and 79.9 percent of the teachers are lay staff. Pupil teacher ratio at the secondary level is 15:6 and 76.2 percent of the teachers are lay staff.(MLF)

ED 256 066 EA 017 700

Mazzarella, Jo Ann
The Effective High School Principal: Sketches for a Portrait.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($.35 per copy, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Environment; *High Schools; *Leadership Styles; Management Development; *Principals; *School Effectiveness; *Supervisory Methods
IDENTIFIERS- *Administrator Behavior; *Administrator Effectiveness; Linkage

Although there has been a paucity of research on what effective secondary school principals do, two recent studies offer some clues. A 1983 report by William Firestone and Bruce Wilson asserts that a high school principal may best be able to influence the school through bureaucratic and cultural linkages. Bureaucratic linkages are formal enduring arrangements within an organization that allow it to operate. Cultural linkages, the key to productivity in an organization, are the collectively accepted meanings, beliefs, values, and assumptions in the school. Researchers James Russell, Thomas White, and Steven Maurer, in a 1983 study, selected eight characteristics of effective schools and identified specific principal behaviors that appeared to foster these characteristics effectively. Spotlighted in this article are the effective and ineffective behaviors related to the two following effective schools characteristics: (1) schoolwide measurement and recognition of academic success and (2) an orderly and studious school environment. Researcher Kathleen Fitzpatrick is now introducing effective administrator behaviors as part of a training project in high schools in the Chicago, Illinois, area, and the response has been enthusiastic. Sixteen references are provided. (DCS)

ED 256 142 EC 172 543

Musselman, Carol L.; And Others
Linguistic and Social Development in Preschool Deaf Children. A Study of The Factors Influencing Social, Intellectual and Linguistic Growth during the Preschool Years.
Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-9910-4
PUB DATE- 85
NOTE- 291p.
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada, M7A 1L2.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Expressive Language; *Hearing Impairments; *Language Acquisition; Longitudinal Studies; *Oral Communication Method; Parent Participation; Preschool Education; Receptive Language; *Total Communication

A longitudinal study was conducted of 153 children (3-7 years old) with severe and profound hearing losses. Ss were tested three times over a 4-year period, including measures of linguistic and academic performance. In addition, information was collected on the background characteristics of Ss through parent interviews. Among findings were that, compared to Ss in total communication programs, Ss in auditory programs had more residual hearing, were above average in intelligence, and came from families with higher socioeconomic status. Three measures consistently and strongly predicted the level of development: age, unaided hearing loss, and intelligence. Language development was affected by mode of communication, but the effect was different for different areas of language. Further, the effect of type of program (individual or group) depended on the skill being measured. In general, parent training appeared to be an important component of auditory and auditory/oral programs and was helpful to children with profound losses. The data showed few differences between Ss who were integrated and those who were not. (CL)

ED 256 186 FL 015 049

Saville-Troike, Muriel
Linguistic Bases for Bilingual Education. Bilingual Education Paper Series, Vol. 1, No. 2.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Sep 77
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Bilingual Education; Curriculum Development; *Educational Needs; Language Patterns; *Language Role; *Language Usage; *Linguistic Theory; Test Selection; Test Use

The linguistic bases for bilingual education (i.e, the nature of language, the structures of the native and target languages in a bilingual education program, and the way the two language systems interact) need to be examined and understood as a sound basis for administrative and pedagogical decisions and procedures in the programs. Linguistics is relevant to bilingual education in these ways: (1) it helps in accepting the child for what he is, by recognizing and accepting his linguistic patterns as they may differ from the teacher's, building on his linguistic strengths, and knowing what his language system is; (2) it aids in curriculum planning and the selection and sequencing of instructional materials, and in the selection of what subjects should be taught in what languages of instruction, to maximize transfer of skills; and (3) it is relevant in evaluating and adapting tests, which often reflect the linguistic bias of their creators and need to be adapted to local differences instead of being applied uniformly and unreflectively. (MSE)

ED 256 257 HE 018 321

Skeff, Kelley M.; Stratos, Georgette A.
Issues in the Improvement of Clinical Instruction.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Consultation Programs; *Discussion (Teaching Technique); *Faculty Evaluation; *Feedback; Higher Education; *Instructional Improvement; *Medical School Faculty; Peer Evaluation; Self Evaluation (Individuals); Seminars; Student Evaluation of Teacher Performance; Teacher Effectiveness; Videotape Recordings

Two methods to improve the teaching performance of clinical teaching physicians were studied: an intensive feedback method and a seminar. Both methods were designed to help clinical teachers analyze their teaching and implement more effective teaching methods. Pre- and post-intervention data were collected early and late in each attending physician's 1-month teaching rotation. In addition to considering clinical teachers' evaluation of the methods and teacher self-assessments, feedback was provided by student and housestaff ratings of the teachers, and videotape ratings of actual clinical instruction made by trained raters. Comparisons were made to teachers who only received written feedback from students and housestaff. The seminar method presented specific examples of clinical teaching, including viewing re-enacted videotapes of clinical rounds. The method also facilitated discussion of videotapes, teacher's review of student and housestaff ratings compared to self-ratings, and teacher's identification of desired teaching changes. Research results indicate that effective methods of improving clinical teaching can be developed. Five recommendations for use of the methods are offered, including providing educational tools/concepts applicable to the teaching setting. (SW)

ED 256 271 HE 018 337

Needs Assessment Survey of Women Students at UCD.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Jan 81
NOTE- 26p.; Prepared by the staff of the Women's Resources and Research Center.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Academic Aspiration; Career Planning; *College Students; *Females; Financial Needs; Health Needs; Higher Education; Institutional Research; *Needs Assessment; Questionnaires; School Orientation; State Universities; Student Characteristics; Student College Relationship; *Student Needs; *Student Personnel Services
IDENTIFIERS- *University of California Davis

A 1980 needs assessment survey of women students at the University of California, Davis, was undertaken. The 327 women respondents (41 percent response rate) were undergraduate, graduate, and professional school students. In addition to collecting information about female respondents, including marital status, number of children, career plans, and employment, attention was directed to respondents' problems/needs, as well as the efficacy of university services, particularly the Women's Resources and Research Center (WRRC). While academic problems were the major ones, financial and health concerns were also important to the female students. Services female students viewed as important were: health care, financial aid, career and employment assistance, support for academic planning, school orientation, and entertainment/recreation/sports. While women's needs for university services were generally being met adequately, certain populations had unmet needs, including divorced and older women in the areas of financial aid and employment, and women with preschoolers in the areas of child care and health insurance. About 67 percent of respondents had heard of WRRC and 35 percent had attended WRRC programs or used the center. The needs assessment questionnaire is appended. (SW)

Nishikawa, Sue S.
Feedback: Implications for Further Research and Study.
PUB DATE- Jan 85
NOTE- 28p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621. Several pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Conditioning; *Epistemology; *Feedback; Literature Reviews; *Reinforcement; *Research Needs; Research Problems

This report reviews current literature on feedback and suggests practical implications of feedback research for educators. A definition of feedback is offered, and past definitions in prior research are noted. An analysis of the current state of knowledge of feedback discusses the historical development of feedback theory and suggests that disagreements have not been on the external manifestations of the theories expounded by Descartes, Thorndike, Watson, or Skinner, but in their teleology. Also discussed is the importance of the immediacy of feedback, delayed information feedback, and other variables affecting feedback. Conclusions suggest that feedback is a complex process which can no longer be adequately described within the parameters of the traditionally held Stimulus-Response (S-R) paradigm, nor can it be said that "immediate" feedback must be given, or that delayed feedback is more effective in learning. It is proposed that feedback must be viewed as knowledge of response affected by variables within the individual and in the environment, and that research should be conducted by comparing different methods of feedback with the same students and the same subject matter. Fifty-two references are listed. (LMM)

ED 256 343 IR 011 663

Touger, Hallie E.; Seidner, Constance J.
Effect of Integrated CBI Practice on Task Performance and Attitude.
PUB DATE- Mar 84
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Anaheim, CA, January 17-23, 1985). For entire proceedings, see IR 011 621.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; *Computer Software; Criterion Referenced Tests; *Drills (Practice); Intermode Differences; Review (Reexamination); *Student Attitudes; *Time Factors (Learning)
IDENTIFIERS- Instructional Effectiveness

This study investigated the effects of integrated computer based instruction (CBI) practice on criterion task performance and attitudes of learners. The 22 subjects--11 in a treatment group and 11 in a control group--were 16 Boston College undergraduate and graduate students and 6 professional instructional designers of computer based instruction. All subjects took a computer assisted instruction (CAI) lesson that taught them to use a communications software package to transfer files between a personal computer and a VAX computer. The experimental treatment lesson included an additional section that allowed subjects to practice the task without initial instructional prompts. Each subject then used the software package to do the file transfer task. Subjects who took an additional practice section completed the file transfer in, on average, half as long as the subjects who did not have the practice section, and made fewer errors. Results showed only a slight difference between control and treatment groups on total attitude score. However, subjects in the control group were much more likely to indicate a desire for additional review than subjects from the treatment group. Eleven references and related readings are listed. (Author/LMM)

ED 256 386 JC 850 161

Bertch, Julie

The Humanities as Content in Basic Skills Programs.

PUB DATE- 9 Nov 84

NOTE- 14p.; Paper presented at the Annual Meeting of the Western-Pacific Division of the Community College Humanities Association (5th, San Diego, CA, November 8-10, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Basic Skills; Community Colleges; *Developmental Studies Programs; Educational Needs; *Humanities Instruction; *Interdisciplinary Approach; *Remedial Programs; Teaching Methods; Two Year Colleges

In an effort to help basic skills students learn the skills they need to survive in college-level studies and remediate critical areas as quickly as possible, many community colleges have overlooked the value of other studies and the more general literacy that is essential to any education. By rushing to comply with students' utilitarian goals, the colleges may be disregarding the real needs of students to: (1) develop their ability to think; (2) share a common cultural literacy; (3) defend themselves against slanted information; and (4) understand the tradition and ways of thought that have shaped and still drive their culture. At the Maricopa Community Colleges, an effective, efficient basic skills program has been developed using a modified competency-based plan. All of the skills developed in the program feed into global competencies expected of students entering a college-level course. An additional component that would help these classes serve as the basis for ongoing success would be to make the humanities the content area for basic skills instruction. With humanities as the content, writing assignments can be designed to encourage students to explore new ideas and new perspectives; instruction in note taking, textbook analysis, and test taking can simultaneously introduce new interests and information; and thinking skills courses can make use of a limitless wealth of humanities content to challenge students to think. The incorporation of humanities content into basic skills courses will provide an involving, high interest context for any difficulty level, and inculcate students with the need for learning. (LAL)

ED 256 400 JC 850 175

The Impact of Community Colleges on Michigan and Its Economy.

Delta Coll., University Center, Mich.
PUB DATE- Jan 84
NOTE- 11p.; Developed and sponsored by the 29 publicly supported community colleges of Michigan. For preliminary report, see ED 226 772.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Economic Development; *Job Training; *Outcomes of Education; School Business Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *Michigan

This booklet highlights the role of Michigan's community colleges in meeting the state's economic development and job training needs. First, background information is presented on the state's 29 community colleges, investments in the colleges, enrollments, the changing student profile, and program areas in which students are enrolled. The next sections of the booklet focus on the ways in which the colleges have planned their programs and services to meet the needs of their immediate service areas; and the educational, social, and economic outcomes of these programs. Next, the ways in which the specific training and educational needs of business and industry can be met through contract programs, professional upgrading courses, and conferences and seminars are outlined. The next section highlights the role of community colleges in helping revitalize Michigan's economy through upgrading the skills of the workforce in areas such as microprocessors, numerical control, statistical process control, word processing, and telecommunications; through the retraining of displaced workers; through program and course planning for Michigan's current and emerging economy; and through cooperation with local economic development councils, chambers of commerce, and small business associations. (HB)

ED 256 414 JC 850 190

Preston, James

Writing Across the Curriculum. Some Questions and Answers and a Series of Eleven Writing Projects for Instructors of the General Education Core Courses: Energy in the Natural Environment; Humanities; Individual in Transition; and Social Environment.

Miami-Dade Community Coll., FL. South Campus.

PUB DATE- May 82

NOTE- 114p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Colleges; Core Curriculum; *General Education; *Interdisciplinary Approach; Two Year Colleges; *Writing Exercises; *Writing Instruction; Writing Skills

IDENTIFIERS- *Writing across the Curriculum

This report provides questions and answers about writing across the curriculum, along with a series of 11 writing projects for instructors in the general education core courses (i.e., Energy in the Natural Environment, Humanities, Individual in Transition, and the Social Environment) at Miami-Dade Community College. First, the questions and answers are presented, covering such topics as the use of screening tests to identify students with problems in developmental courses, the role of instructors in teaching writing across tne curriculum, the application of the 11 strategies, the use of typed hand-out sheets for assignments, and the importance of sentence form, punctuation, and spelling in grading. Next, the eleven writing projects are presented, including: (1) a diagnostic writing assignment; (2) a summary of the main content of a day's presentation; (3) a written explanation of some aspect of course work including in-class and out-of-class options; (4) a short report on an out-of-class activity; (5) a summary of a reading assignment; (6) a book review; (7) response to an audio-visual presentation; (8) a student essay; (9) a research paper; (10) an essay test (or essay component on a test); and (11) a journal of full-scale out-of-class activity. Each of these sections includes an overview and suggestions for the assignment, and sample handouts adjusted to the four core courses. (HB)

ED 256 358 IR 051 100

Moreland, Rachel S.

ALIS Training Manual for Circulation Department.

Kansas State Univ., Manhattan. Library.
PUB DATE- Aug 84
NOTE- 170p.; For filming purposes, many small "booklets" incorporated into this document, including some that reveal test answers, have been taken apart.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; *Computer Assisted Instruction; Guidelines; Higher Education; Individualized Instruction; *Library Automation; *Library Circulation; Library Materials; *On the Job Training; *Policy; Position Papers
IDENTIFIERS- *Kansas State University

This training manual teaches library personnel how to use ALIS (the Automated Library Information System) at Kansas State University. The exercises use a program called TEST, which is completely separate from the actual system. The exercises, which are designed to imitate real-life situations, combine learning the ALIS operations with learning the library's circulation policies and procedures. Much of the instruction is self-directed, but trainers are available to answer questions. Small paper "books" used throughout the manual are photocopies of books the library owns, and the computer-read labels are the same as those used in all library materials. Each section ends with a sheet of directions that give step-by-step instructions for getting that section ready for the next trainee. The six-part manual covers: (1) Introduction to Hardware; (2) Discharge; (3) Media Types Identification; (4) Charging on ALIS; (5) Renewals; and (6) Inquiry. (THC)

ED 256 429 JC 850 205

Friedlander, Jack

Follow-Up Survey of Students Who Received a Degree or Certificate from Napa Valley College in the 1983-1984 Academic Year.

Napa Valley Coll., Napa, CA.

PUB DATE- 18 Mar 85

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; Two Year Colleges; Vocational Followup

In winter 1983, a survey of Napa Valley College (NVC) graduates was conducted to determine the percentage of 1983-84 graduates who achieved their goal by the time they left NVC; graduate satisfaction with instructional quality and with the overall quality of NVC; graduate satisfaction with employment or transfer preparation; employment patterns; and salaries. Each of the 391 students who received a degree or certificate from NVC during 1983-84 and for whom addresses were available were mailed a questionnaire. Study findings, based on a 61% response rate, included the following: (1) 94% of the graduates were either employed (57%) or attending college (37%); (2) 46% of the respondents had originally attended NVC to prepare for immediate entry into a career, while 32% had attended to prepare for transfer to a four-year college; (3) 86% of the graduates felt that their primary educational goal had been achieved; (4) of those degree recipients who did not feel that their educational objectives had been achieved, 45% reported that they needed additional courses to pursue a new career or academic interest; and (5) 87% of the transfer students remained in a field at least somewhat related to their NVC major, with 75% of the transfer students indicating that they were satisfied with their preparation. Recommendations for strengthening the educational programs and services of the college are included. (AYC)

ED 256 443 JC 850 220

Kessler, Ronald P.
Summary of Tracking Model for Rancho Santiago College Students Who Enrolled in Fall 1983.
Rancho Santiago Community Coll., Santa Ana, Calif.
PUB DATE- May 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Enrollment Trends; Ethnicity; Females; Foreign Students; Males; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A tracking model was developed at Rancho Santiago College utilizing enrollment and student statistics to identify first-time students who entered the college in fall 1983 and to track them over the following years. Statistics on 6,151 new students entering in fall 1983 indicated: (1) only [illegible]5% of the students who entered in fall 1983 were enrolled the following semester 28% were still active in fall 1984, and 23% were still enrolled at the end of their fourth semester; (2) 63% of the students who carried eight units or less failed to reenroll after their first semester; (3) at the end of 2 years, 39% of the foreign students remained active, while only 20% of the domestic students remained enrolled at the college; (4) Asian students demonstrated the highest persistence rates across the 2 years, with 41% remaining enrolled; (5) Black students had the highest rates of withdrawal, with only 13% remaining at the college after 2 years; (6) 48% of the students who were registered for 12 to 16 units were still enrolled after 2 years; and (7) 21% of the female students were enrolled at the college after 2 years compared to 26% of the males. (HB)

ED 256 457 JC 850 240

Koefoed, Julius O., Jr.
An Examination of the Validity of Prerequisites in the Criminal Justice Curriculum at Kirkwood Community College.
PUB DATE- 29 Aug 84
NOTE- 35p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Curriculum Development; Grades (Scholastic); *Police Education; *Prerequisites; *Required Courses; Two Year Colleges; *Writing Instruction

A study using students' grades was conducted to examine the validity of the prerequisites for the Criminal Justice Curriculum at Kirkwood Community College (Cedar Rapids, IA). Using transcripts of all students who had enrolled in selected courses targeted as needing prerequisites, a random sample was obtained, tabulated, and analyzed. The study investigated whether the student had taken a recommended prerequisite, and Composition 1 (Grammar and Punctuation) or Composition 2 (Research and Term Paper Writing). Study findings included the following: (1) the majority of the students in the sample were Liberal Arts majors (32.1%), followed by Allied Health majors (21.4%) and Law Enforcement majors (19.0); (2) students who earned a grade of "C" or better in the recommended prerequisite were more likely to get a grade of "C" or better in the targeted course; (3) not taking the prerequisite course did not seem to adversely affect the students' grades as much as taking it and doing poorly; and (4) students who took Composition 1 or 2 did not appear to do significantly better or worse regardless of their final grade outcomes in the composition courses. (AYC)

ED 256 471 PS 015 060

Slaughter, Helen B.; Powers, Stephen

Effect of Increasing Allocated and Engaged Instructional Time on the Achievement of High Risk Kindergarten Students: An Evaluation of the Chapter I Extended Time Kindergarten Project, 1982-83 and Technical Supplement.

Tucson Unified School District, Ariz.

PUB DATE- Nov 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Extended School Day; *High Risk Students; *Kindergarten Children; Limited English Speaking; Listening; Minority Groups; Pretests Posttests; Primary Education; *Program Effectiveness; Program Evaluation; Spanish Speaking; *Time Factors (Learning)
IDENTIFIERS- Chapter 1 Extended Time Kindergarten Project

A total of 96 students identified as academically at risk were selected to participate in an extended-day kindergarten program featuring small class size and a whole-language approach to the curriculum and learning. High-risk students attended regular morning kindergarten classes as well as the extended-day sessions; comparison students attended morning classes only. Additional instruction time for the high-risk students ranged from 119 to 242 hours, depending upon which of five participating schools the students attended. A pretest posttest design was used to compare gains on the Listening subtest of the California Achievement Test, Part C, made by 33 students participating in five extended-day classrooms with gains made by 191 students in the same or similar schools who attended half-day kindergarten classes. A similar analysis was performed on gains on the "Prueba Boehm de Conceptos Basicos" made by 14 participants and 27 nonparticipants with limited English-speaking ability. The extended-day kindergarten was found to have a positive effect on the achievement of students regardless of students' language background. Program participants made statistically and educationally significant gains on standardized tests and on teacher ratings of classroom performance. In one school, where all 29 students participated in two extended-kindergarten classrooms, pretest posttest gains on the Metropolitan Readiness Test were higher than in previous years. (Author/RH)

ED 256 486 PS 015 087

Ford, Phyllis
Learning through Play: A Guide for Parents of 3-, 4-, or 5-Year-Olds.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Development; Cognitive Development; Educational Objectives; *Experiential Learning; *Home Programs; Kindergarten; Learning Activities; *Parent Role; Physical Development; *Play; *Preschool Children; Preschool Education; *School Readiness
IDENTIFIERS- South Carolina

Numerous physical, mental, and behavioral activities that parents and their 3- to 5-year-old children can enjoy together are suggested in this activity guidebook. The guide suggests ways parents can give their children a good start at developing the abilities and ideas that are fundamental to all future learning at home before the children begin school. Printed at the top of each page is one important skill that children can begin to learn before they go to kindergarten or first grade. Suggested activities are preceded by instructions to parents to provide illustrations, then let the child try the activity. The 18 skills presented are based on 18 objectives approved by the South Carolina State Board of Education for children at the end of kindergarten, and include: using arms, legs, and eyes together; using hands, fingers, and eyes together; remembering what is seen; remembering what is heard; communicating with others through expressive language; listening to others; showing interest in words and books; classifying, comparing, and sequencing; understanding numbers; comprehending stories; and controlling and expressing emotions. (RH)

Phillips, Deborah
From Congress to Classroom: Effect of the Fellowship on Teaching and Publication.
PUB DATE- Apr 85
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Curriculum; *Developmental Psychology; Higher Education; Professional Associations; *Professional Training; *Psychologists; Publications; *Teaching Methods
IDENTIFIERS- *Congressional Science Fellowship Program; *Social Policy

A former Fellow briefly describes in this presentation at a symposium "Scholars Working in Congress: The Impact of the Congressional Science Fellowship Program on the Field of Child Development" the knowledge/skill-based and socialization-based approaches designed to teach developmental psychologists to operate as professionals at the interface of child development and social policy formation. Integration of these two approaches in a course of instruction is discussed, and themes around which such instruction can be organized are delineated. Teachers are urged to recognize that (1) they are training developmental psychologists to make choices different from those of the traditional graduate student; (2) the role of the traditional mentor is often not appropriate in the context of training students to effectively influence policy decisions; (3) they should not pretend to know everything about social policy; (4) they should instill realistic expectations about the role of scientists in the policy arena without promoting cynicism; and (4) they should make sure students appreciate the special value of their "traditional" training as psychologists. Concluding remarks focus on the lack of publishing opportunities for developmental psychologists who want to write about social policy; recommendations for addressing this problem are made. (RH)

ED 256 514 PS 015 130

Krawczyk, Rosemary
What Toddlers Talk about When They Talk about Friends.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Friendship; Individual Characteristics; *Interpersonal Relationship; Interviews; Mothers; Observation; *Peer Relationship; *Personality Traits; Preschool Children; Preschool Education; *Toddlers
IDENTIFIERS- Conversation

To determine the extent to which toddlers are aware of their friends' qualities, mothers of two groups of toddler preschoolers were interviewed about which of her child's classmates is talked about at home and what her child typically says about his or her peers. The children had been observed for several months prior to the interviews to identify reciprocal patterns of interaction. A total of 8 girls and 9 boys with a mean age of 35 months and their mothers participated in study 1. In study 2, children had a mean age of 28.5 months and six of the total of 16 were girls. Mothers' reports indicated that nearly all of the children in both studies talked regularly about their preschool peers. When, in study 1, sample verbalizations were rated and compared, children in reciprocal relationships were found to differ from those without reciprocal partners in the mode used to describe peers. This difference did not emerge in study 2. Mothers of children in the first study were able to correctly identify their children's preschool friends. Mothers in study 2 were not. Findings indicate that the study of toddler friendships can involve dimensions beyond the identification of interaction patterns, if approached in a way that takes into account the capabilities of children of that age. (RH)

ED 256 528 RC 015 193

Spears, Jacqueline D.
Serving the Rural Adult: Private Funding Resources for Rural Adult Postsecondary Education.
Kansas State Univ., Manhattan. University for Man.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 76p.; Developed as part of the Action Agenda Project for the Improvement of Rural Adult Postsecondary Education. For related documents, see RC 015 191-194.
AVAILABLE FROM- Action Agenda Project, University for Man, 1221 Thurston Street, Manhattan, KS 66502 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Grants; *Grantsmanship; *Philanthropic Foundations; Postsecondary Education; *Program Descriptions; *Rural Education

This directory is intended to provide a reference tool for rural educators seeking private sources of funding and includes 91 foundations chosen on the basis of the foundation's interest in rural adult postsecondary education. Sources of information used to identify and research appropriate funding agencies included "The Foundation Directory" (9th Edition), "The Foundation Center Source Book Profiles," "Corporate Foundation Profiles," and "The Foundation Grants Index," as well as annual reports supplied by the foundations themselves. Each of the 91 entries provides information describing that foundation's purpose, funding patterns, geographical area of interest, address, telephone number, and contact. Following the entries is a section designed to help grantseekers locate foundations other than those listed in this directory. This section includes a short bibliography annotating publications of descriptive information regarding foundations, foundation indexes, and guides and self help manuals. There is also a section which offers tips on how to choose and approach foundations, a section answering most-asked grantmaker questions, and an alphabetical and geographical index of listed entries. A form for evaluating the compilation concludes the document. (PM).

ED 256 541 RC 015 250

Plato, Kathleen C.; Resp, Alfred, Jr.
Washington State Program for Migrant Children's Education. 1983 Evaluation Report.
Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.
PUB DATE- Jan 84
NOTE- 60p.; For the reports for 1979-1981, see ED 218 044-046.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Credits; *Educational Assessment; Elementary Secondary Education; Enrollment; Enrollment Trends; *Migrant Education; Migrant Health Services; *Program Effectiveness; *State Programs; Summer Programs; Tutorial Programs
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; Migrant Education Center WA; *Migrant Student Record Transfer System; Secondary Credit Exchange; *Washington

Washington's program for migrant education during 1982-83 identified 18,142 children as eligible for program services and enrolled on the Migrant Student Record Transfer Systems (MSRTS). Of this number 15,038 students were enrolled in regular school programs, 520 in the Secondary Credit Exchange (SCE), and 2,584 in the Early Childhood program. Fifty-seven districts reported that 8,182 students in K-12 received basic skills instruction. Better than half of those students were served by reading and oral development projects in English. In the Secondary Credit Exchange, over 2,000 students earned an average of 5.24 credits in 17 subject areas. The most commonly used service model was the Pullout Model where children were given additional exposure to basic skills. Of the 290 full-time equivalent staff members hired in 1983, 250 were funded through migrant education funds. The Migrant Education Center provided recruitment services and inservice, and tutoring projects, and established a new center in Sunnyside. Although academic assessment indicated a general improvement over the past five years, migrant children still deserved additional academic assistance as all scores fell below the 50th percentile. Mini-Corps provided 763 children summer instruction and 171 children recreational services. Two contracted agencies provided health services to over 5,800 students. (PM)

ED 256 554 RC 015 270

The Danger of Poison. Level R = El Veneno es Peligroso. Nivel R.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 236p.; For related documents, see RC 015 271-274. A publication of Project TEACH (Teaching Environmental Awareness to the Children of Harvest = Ensenando calidad ambiental a los ninos migrantes).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Instructional Materials; Curriculum Guides; Early Childhood Education; Environmental Influences; Hazardous Materials; *Health Education; Lesson Plans; *Migrant Children; Migrant Education; Parent Materials; *Pesticides; *Poisoning; Readiness; *Safety Education, Teaching Guides; *Units of Study
IDENTIFIERS- Teaching Environment Awareness to Child of Harvest

Designed by Project TEACH (Teaching Environmental Awareness to the Children of Harvest), the skill-sequenced curriculum unit was developed to teach 3- to 5-year-old migrant children about the benefits and possible hazards of pesticides. Prepared in both Spanish and English, the field-tested unit can be used as a separate teaching unit or integrated into regular mathematics and reading curriculum. The guide includes a list of symptoms of pesticide poisoning, an overview of Project TEACH, a teacher's guide for using pesticides safely, the readiness unit, parent's booklet, and 15 visuals. The teacher's guide contains four units that cover types of pesticides and their toxicity; federal and state pesticide laws; pesticide packaging, storage, and safety; and pesticide poisoning and treatment. Each unit includes a true-false test. The readiness unit provides 16 lessons planned around pesticide concepts. Lesson activities consist of practice in 50 readiness skills taken from the National Migrant Education Skills Scope in early childhood development, reading, and math. Each lesson includes objectives, skills to be practiced, activities, materials, and procedures. Intended to help parents teach their child about the benefits and dangers of pesticides, the parent's booklet lists 16 concepts that the child will learn about pesticides. (NQA)

ED 256 567 SE 045 490

Tamir, Pinchas
The Role of Pre-Planning Curriculum Evaluation in Science Education.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Curriculum Development; *Curriculum Evaluation; *Electricity; Elementary School Science; Elementary Secondary Education; *Evaluation Methods; *Science Curriculum; Science Education; *Secondary School Science
IDENTIFIERS- Australia; *Israel; Science Education Research

Although results of both formative and summative evaluation can be used for planning the next generation of a curriculum, a need exists for a third kind of evaluation, namely, Pre-Planning Evaluation (PPE). The purpose of PPE is to provide a database to curriculum development deliberations to assist in decision-making and to guard against neglect of important issues. Selected findings and conclusions from three case studies (the biology curriculum in Israel, the high school biology curriculum in Australia, and the electricity curriculum in Israeli technical high schools) are presented to illustrate the nature and potential of PPE. Findings and conclusions from the PPE biology studies show that: (1) in elementary grades, the needs of individual students should take precedence over the demands of subject matter and society; (2) more emphasis should be given to human biology and its applications; and (3)continuous short time revision of laboratory manuals is very important. The electricity case study is the most comprehensive and involves data collection from 11 different populations and analyses of a variety of pertinent documents. Several curricular decisions must be made due to the PPE finding that information and techniques in electricity become obsolete in 5 to 13 years. (JN)

ED 256 581 SE 045 513

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6002-21; ISBN-0-88315-519-2

PUB DATE- 83

NOTE- 269p.; For part 2 of teacher's manual see SE 045 514; for student workbook, see SE 045 511-512. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 2; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 2 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 66 modules on 77 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; multiplication; division; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 595 SE 045 527

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 6.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2006-31; ISBN-0-88315-531-1

PUB DATE- 83

NOTE- 99p.; For part 2 of workbook see SE 045 528. For teacher's manual see SE 045 529-530. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Decimal Fractions; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 6; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 6 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 75 performance objectives are included in this part of the grade 6 workbook, designed to develop numeration, statistical, geometric, computational, and measurement skills and concepts. (MNS)

ED 256 609 SE 045 542

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XX (1984).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.

PUB DATE- Dec 84

NOTE- 240p.; For Supplement XIX, see ED 251 304.

GRANT- T-901366010

AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XIX. (JN)

ED 256 623 SE 045 557

Friedler, Y.; And Others

Identifying Students Difficulties in Understanding Concepts Pertaining to Cell Water Relations: An Exploratory Study.

PUB DATE- 15 Apr 85

NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Spring, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at. ." (150)

DESCRIPTORS- *Biology; *Concept Formation; High Schools; Science Education; Scientific Concepts; *Secondary School Science; Secondary School Students; Student Teachers; Textbook Content

IDENTIFIERS- Israel; *Misconceptions; *Osmosis; Science Education Research

This study identified students' conceptual difficulties in understanding concepts and processes associated with cell water relationships (osmosis), determined possible reasons for these difficulties, and pilot-tested instruments and research strategies for a large scale comprehensive study. Research strategies used included content analysis of commonly used textbooks, three paper-pencil questionnaires featuring 72 true/false items, and individual interviews based on two demonstration experiments. One hunderd forty-two students in grades 9, 10, and 11 served as subjects. Among the findings are those indicating that: (1) serious misconceptions exist among high school students and student teachers with regard to basic concepts such as solutions, solubility, particulate nature of matter, and molecular movement, and these misconceptions may well be among the reasons for difficulties in understanding osmosis and osmotic relationships; (2) students use textbook definitions of osmosis and diffusion without fully understanding the concepts; (3) teleology and anthropomorphism are widely used among students, as they provide causal explanations; (4) certain textbooks (such as the Biological Sciences Curriculum Study textbooks) hardly mention osmosis; (5) the terms water potential, osmotic potential, osmotic pressure, and hemolysis are rarely dealt with in high schools; and (6) the research instruments and strategies appear to be adequate and effective. (JN)

ED 256 637 SO 016 298

St. John, Mark

Committee Hearings: Their Use in Evaluation. Guide Number 8. Evaluation Guides Series.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 14p.; For a related document, see SO 016 299.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Committees; Course Evaluation; Curriculum Evaluation; Decision Making; Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Hearings; Higher Education; Problem Solving; Program Evaluation; Summative Evaluation; Textbook Evaluation

The guide describes how committee hearings can be used in an educational as well as a political context. A committee hearing approach can be used in education (1) when a committee suited to carry out the evaluation task already exists; (2) when a written report is likely to be ignored or to have minimal effect; (3) when the decision-maker or impacted audience is hard to define and reporting fully would require multiple reports; (4) when consensus is needed; and (5) when evaluation is taking place in a highly politicized climate, and advocates of one perspective or another are likely to dismiss its findings. Specifically discussed in this guide are the characteristics of the committee approach, how to establish a committee and conduct a hearing, examples of using committees in evaluation, special considerations and how to "wing it," and possible variations of the committee hearing. A glossary of hearing related terms is also provided. (RM)

ED 256 651 SO 016 348

iplette, Marianne, Ed.
men's Studies and the Curriculum. Proceedings of the Conference on "Scholars and Women" (College Park, MD, March 13-15, 1981).
Salem Coll., Winston-Salem, NC.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.; Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Blacks; *Curriculum Development; Employed Women; *Feminism; Higher Education; *Humanities; Integrated Curriculum; Mainstreaming; Mathematics Anxiety; *Science Education; Sex Differences; Sex Discrimination; Sex Role; Social Attitudes; Socia Change; *Social Sciences; Teacher Education; Womens Education; *Womens Studies

Twenty-three conference papers related to the topic of women and curriculum are presented. Keynote addresses have been grouped together in the first section to provide an overview of the field of women's studies. Papers covering research about women in the sciences, social sciences, and the humanities are grouped together in Part II. The text concludes with the papers dealing with research about sex role issues in the classroom and mainstreaming techniques. Papers presented are: "Scholarship about Women: The State of the Art" (Catharine Stimpson); "Women and the Power of Education" (Florence Howe); "Scientific Objectivity and Feminist Theorizing" (Helen Longino); "Why Should More Women be Scientists?" (Alan Soble); "Sexual Dimorphisms in the Brain and Behavior: Reflections on the Concept" (Trudy Villars); "Darwin and Sexism: Victorian Causes, Contemporary Effects" (Charlotte A. Hogsett and Sue V. Rosser); "Women and the Changing Norms of Health and Disease" (Rosalind Ekman); "Women and Social Security: Social Policy Adjusts to Social Change" (Hilda Kahne); "Work Satisfaction among Women in Non-Traditional Occupations" (Judith S. McIlwee); "The Emerging Theory of Institutional Discrimination" (Marianne Triplette); "Collegiate Women and Institutional Change, 1875-1920" (Anne J. Russ); "Aztec Women in the Sixteenth Century: Kinship and Religion" (Susan Kellogg); "The Myth of Sexual Egalitarian Communities: New Harmony and Brook Farm Revisited" (Carol Kolmerton); "Elsie Dinsmore Haunting the Minds of Millions of Women" (Mary Welek Atwe[illegible]); "Male Instructors in Women's Colleges" (William Aiken); "Perceptions of Authors and Their Arguments as a Function of Sex" (Arthur R. Poskovil); "Predicting the Null in Women's Research with Black Populations" (Mary Mitchell Harris); "A Developmental Study of Sex Differences in Mathematics and Reading Avoidance" (Joan Douglas); "A Typology of Motives and Attitudes toward Women's Roles among Black and White Older Undergraduate Women at an Urban University" (Audrey Maslin); "Mainstreaming Women's Studies into Teacher Education" (Dorothy S. Russell); "Methodologies of Integration of Scholarship about Women into Sociology Courses" (Caroline M. Dillman); "Woman's Point of View in a Freshman Literature Course" (John Allen); and "Integrating Women's Studies Perspectives into the Philosophy Curriculum" (Laura M. Purdy). (LH)

ED 256 666 SO 016 408

Hamblen, Karen A.
A Descriptive and Analytical Study of Art Criticism Formats with
Implications for Context-Specific Implementation.
PUB DATE- Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American
Educational Research Association (69th, Chicago, IL, March 31-April
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Appreciation; *Art Education; Curriculum Design;
Educational Theories; Foundations of Education; Literature Reviews;
*Visual Arts
IDENTIFIERS- *Art Criticism; Feldman(E B)

This study examines the range of available art criticism formats, assesses the value of accompanying literature descriptions, and provides a conceptual framework for possible curriculum design. Descriptions and analyses are provided of art criticism formats presented in art education literature according to format characteristics, theoretical and research rationales, anticipatory information, types of objects to be studied, and instructional cues. These dimensions, in turn, are referenced to a continuum of educational and philosophical perspectives. Feldman's (1973) four-step format, (description, formal analysis, interpretation, and judgment), traditionally used by art critics, serves as a generalized frame of reference by which 15 other works are compared. Separate sections describe each of the five dimensions, the four steps of Feldman's traditional format, and applications of perceptual and learning theory in art criticism literature. Following a bibliography listing over 40 related references, two figures are provided to aid teachers in selecting a format appropriate to particular contexts and goals. In figure 1, the art criticism formats and their tabulated characteristics are cross-referenced with critical, educational, and philosophical continuum tendencies. In figure 2, critical, educational, and philosophical perspectives of art are listed on parallel continua that extend from an emphasis on external controls to a reliance on internal directives. A five-page bibliography is included. (LH)

ED 256 682 SO 016 424

Robinson, John P.; And Others

Public Participation in the Arts, 1982: Overall Project Report.

Maryland Univ., College Park. Survey Research Center.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Mar 85
NOTE- 622p.; Data tables contain small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Citizen Participation; Comparative Analysis; *Museums; *Music; National Surveys; Social Science Research; *Theater Arts; *Visual Arts

More than 17,000 respondents from a representative sample of the population were interviewed by the Bureau of the Census during 1982 about their participation in art activities. Separate national samples were collected during each month of the year. Ten major areas were addressed: (1) the size of the audience for the arts; (2) the relationship between attendance at live performances and recorded performances; (3) geographical variation; (4) demographic variation; (5) the impact of family background on participation; (6) the association between arts and non-arts activities; (7) the extent and nature of unmet needs; (8) reasons for not attending arts activities; (9) the relationship between amateur performance and attendance; and (10) the relationship between early introduction to the arts and later participation. Chapter 1 provides an introduction and background information. Chapter 2 details interview procedures and methodology. Chapter 3 examines the questions asked about participation at live performances of jazz, classical music, opera, musicals, plays, ballets, art galleries, and museums, as well as questions about reading habits. Chapter 4 examines the methodology and gives a more detailed analysis of the questions considered in Chapter 3. Chapters 5 through 9 deal with the non-core survey questions. Chapter 10 is an overview of the project. Extensive appendices dealing with documentation, methodology, and a comparison with an earlier Harris poll survey are also included. (IS)

DOCUMENT RESUME

ED 256 696 SO 016 442

Hall, Richard G.; And Others

The Effect of Reference Groups, Opinion Polls, and Attitude Polarization on Attitude Formation and Change.

PUB DATE- Aug 84

NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; Beliefs; Higher Education; Norms; Opinions; Political Attitudes; Psychology; Questionnaires; *Reference Groups; *Social Psychology; Social Science Research; .*Student Attitudes; Surveys; Undergraduate Students

IDENTIFIERS- *Opinion Polls

This study examined the effect of reference group norms on individual attitudes when these norms were transmitted to the individual via the results of an opinion poll. In particular, the study was concerned with the strength of a prior attitude toward an issue and the degree that a reference group could influence attitudes. It was hypothesized that the effect of reference group norms would be mediated by prior attitude polarization. In a sample of 180 introductory psychology students, subjects who received arbitrary opinion poll results supposedly reflecting the norms of a positive reference group significantly conformed to those norms when compared to a control group. Support for the mediational hypothesis was obtained, in that subjects conformed to a significantly greater degree toward norms associated with prior non-polarized attitudes than with prior polarized attitudes. Implications concerning the use of political opinion polls are discussed. (Author/LH)

ED 256 711 SP 025 777

Kleczkowski, Bogdan M.; And Others

Health System Support for Primary Health Care. A Study Based on the Technical Discussions Held During the Thirty-fourth World Health Assembly, 1981. Public Health Papers No. 80.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-924-130080-9
PUB DATE- 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Financial Support; Foreign Countries; *Global Approach; Health Facilities; *Health Services; *International Cooperation; Policy Formation; *Primary Health Care; *Public Health; Resource Allocation

This monograph on health problems and health systems throughout the world addresses the following topics: (1) global health patterns and prospects; (2) basic concepts on primary health care and prerequisites of support to primary health care; (3) organizing health system support for primary health care; (4) intersectoral support for primary health care; (5) community cooperation; (6) manpower planning and training to ensure effective functioning of health personnel; (7) allocation and use of resources and financing; (8) management and supportive supervision; and (9) health care facilities, equipment, and supplies. Concluding remarks are presented on policy considerations, action on the topics reviewed, and recommendations on the support process. (JD)

ED 256 728 SP 025 953

Opportunities Abroad for Educators: Fulbright Teacher Exchange Program.

United States Information Agency, Washington, D. C.

PUB DATE- 84

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Employment Opportunities; *Foreign Countries; *International Educational Exchange; *Teacher Employment; *Teacher Exchange Programs

IDENTIFIERS- *Fulbright Teacher Exchange Program

This booklet provides information for United States educators who wish to be considered for participation in the Teacher Exchange Program, which entails academic-year exchanges and seminars abroad. The first part furnishes information on: (1) The Fulbright Teacher Exchange Program; (2) application procedures for teaching positions abroad; (3) application procedures for seminars abroad; (4) reapplication for teaching positions and seminars abroad; (5) application deadlines; and (6) participating countries. The second part contains instructions for applicants and the application forms. (JD)

ED 256 745 SP 026 066

D'Amico, Joseph J.; Dawson, Judith A.

Finding the Evaluation Philosopher's Stone, or How an Evaluation Study is Actually Helping Program Improvement.

Research for Better Schools, Inc., Philadelphia, Pa.

PUB DATE- Apr 85

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Evaluation Utilization; Information Utilization; *Participative Decision Making; *Program Evaluation; *Program Improvement; *Staff Role

The use of evaluation findings for program improvement and decision making was explored with the philosophy that different levels of information use occur--from altering perceptions of a program, to influencing major decisions about it. The strategy of deliberately involving potential information users such as clients, sponsors, and other audiences in an evaluation study was employed. A brief discussion is presented on the viability of user participation as an evaluation strategy, with special attention to its potential for increasing the use of evaluation information. A number of program changes are outlined that resulted from an increased use of evaluation information by the program staff. An analysis is presented of why the program staff, in this instance, were very receptive to the information generated by the evaluation study, and why they used it so readily to revise the program. (JD)

ED 256 761 SP 026 116

Duhon, Rose M.
Alleviate Sexual Abuse of Children: Teachers Can Help.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Elementary Education; Legal Responsibility; *School Responsibility; *Sexual Abuse; *Teacher Attitudes; Teacher Education; *Teacher Role

Teachers need training to work with community agencies to treat sexual abuse of children. They also need to develop the necessary skills to help sexually abused children overcome emotional trauma impeding effective learning. A survey was conducted to ascertain information on the extent of instruction and training of 510 teachers in the area of sexual abuse. The first part of the questionnaire consisted of a checklist designed to find the extent of professional preparation and instruction/training school personnel had in the area of sexually abused children. The second part of the questionnaire sought to determine the perceptions of the respondents toward instruction in the area of sexual abuse of children, parental education, and staff involvement in the training or delivery services. Results indicated a need for inservice workshops for teachers on sexual abuse, and inclusion of courses on the subject in schools of education training early childhood teachers. (JD)

ED 256 777 TM 850 094

Smith, Marshall S.

A Framework for the Development of National Educational Indicators, for the Consideration of Chief State School Officers. Occasional Paper #2.

Association of State Assessment Programs.

PUB DATE- 84

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)

DESCRIPTORS- *Data Collection; *Educational Assessment; Educational Improvement; Educational Objectives; Educational Policy; Educational Research; Elementary Secondary Education; *Evaluation Needs; Input Output Analysis; Measurement Objectives; Models; National Surveys; State Surveys; *Statistical Data

IDENTIFIERS- *Educational Indicators

Educational indicators are statistical input/output measures providing information on the health of the educational system. This report for the consideration of the Council of Chief State School Officers characterizes the current state of educational indicators as in "shambles." It proposes a three phase framework for developing a sensitive and responsible set of national educational indicators. To resolve the conflicting forces of centralization for accountability versus local and state control to meet the needs of diverse populations, it recommends: (1) that each state develop, maintain, and make publicly available local educational indicators; and (2) that two types of "national" indicators be developed-- one to augment the common core of state data, and the other, collected at a regional or national level, to meet federal government monitoring needs. Implementing these recommendations will take several years, plus the commitment of both state and federal governments. Phase I of the implementation process proposes interim steps for 1985, including modifications for the federal "wall chart" of educational quality. Criteria for selecting indicators and strategy suggestions for specifying a model in terms of five outcome indicators and various input indicators for school characteristics, school processes, and policy and environmental indicators are given for Phase II. Phase III involves steps necessary to maintain and improve the established indicators. (BS)

ED 256 792 TM 850 266

Meredith, Vana H.; And Others
South Carolina Statewide Testing Program: 1984 Summary Report. Office of Research Report Series, Volume One/Number 75.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Aug 84
NOTE- 66p.; Appendices D and E contain small print. For an earlier report, see ED 240 151.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Basic Skills; Disabilities; Educational Assessment; Elementary Secondary Education; Instructional Improvement; Language Arts; Mathematics Achievement; Reading Achievement; *State Programs; *Testing Programs; *Test Interpretation; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; South Carolina; *South Carolina Statewide Testing Program

The primary purpose of the South Carolina Statewide Testing Program is to assess the achievement of fourth, seventh, and tenth grade public school students. Test results provide educators with information which facilitates the decision-making process. For the second time, Form U of the Comprehensive Test of Basic Skills was the instrument used to measure achievement in the areas of Reading, Spelling, Language, Mathematics Reference Skills, Science, and Social Studies. Many cautions concerning interpretation of norm-referenced test results are discussed, including content validity problems, the inappropriateness of school and district comparisons, the importance of socioeconomic influences on test results, and the dangers inherent in using the grade equivalent score. All 92 South Carolina school districts participated in the 1984 Statewide Testing Program. South Carolina student achievement levels were above, or just below, the national average for Grades four and seven and generally below the national average for Grade 10. The achievement scores in all grades improved from last year. This pattern of progress is viewed as an indication of improvement in the statewide instructional process. As more instructional and curricular programs are instituted, a continued trend towards improved education for students is envisioned. (Author/DWH)

ED 256 807 TM 850 302

Proller, Norman L.
Evaluation of the 1983-84 ECIA, Chapter II Center for Urban/Minority Education Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Nov 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; *Disadvantaged Schools; Disadvantaged Youth; Educational Environment; *Education Service Centers; Elementary Secondary Education; Federal Aid; Financial Support; Inner City; *Inservice Teacher Education; Low Income Groups; Minority Groups; *Program Effectiveness; *Program Evaluation; Teacher Attitudes; Teacher Workshops; *Urban Schools
IDENTIFIERS- Center for Urban Minority Education; *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The 1983-84 Center for Urban/Minority Education (CUME) Project, funded by the Education Consolidation Improvement Act, (ECIA) Chapter II, was designed to address the needs of teachers, administrators, and parents of schools serving low-income/minority students in Dade County, Florida. However, the substantial reduction in funding from the amount originally requested required the elimination of several proposed programs and services that addressed problems of fragmentation and risk teacher attrition. The amended proposal focused project efforts primarily on professional preparation for inner-city teachers and the development of school-based organzational structures. Using data from CUME Educational Specialists' activity logs and questionnaires from inservice workshop participants, this evaluation found the 1983-84 CUME Project in compliance with the amended proposal. In spite of the positive findings the CUME Project, reduced in funding and consequently scope, was unable to strongly impact inner-city school problems. Consequently, it was recommended that: (1) CUME be eliminated unless there is sufficient funding to address problems of fragmentation and high teacher attribution; or (2) major problems be addressed at only two or three inner-city schools during the 1984-85 school year. Appendices contain supporting documentation, the activity log form, the prinicipal questionnaire, evaluation forms, and the workshop schedule. (BS)

ED 256 821　　　　　　UD 023 842

Analysis of School Finances, New York State School Districts 1981-82.
New York State Education Dept., Albany.
PUB DATE- May 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Enrollment Trends; *Expenditure per Student; Federal Aid; *Fiscal Capacity; School Districts; *School District Spending; School Taxes; *State Aid; State School District Relationship; Tax Allocation
IDENTIFIERS- *New York

The finances of major school districts in New York State during 1980-81 and 1981-82 are summarized in this report. Trend data are provided on full value, expenses, State aid, tax rates, and local levy. These items are also shown on a per pupil basis for the entire State, New York City, and the balance of the State. Eleven statistical tables are presented and analyzed. Tables 1-3 give an overview of the situation displaying State aid and total expenditures for 1955-83, increases in total expenditures per enrolled pupil and State aid per enrolled pupil from 1972-83, and a break down of revenues and expenditures by funding source (i.e., State aid, Federal aid, local tax, and other local revenues). Tables 4-8 compare expenditures per pupil and fiscal capacity by school district rank. Table 4 provides a comparison of districts by decile, while Tables 5-8 show some averages for the State which include and exclude New York City. These tables also show figures for the other five big cities in the State, New York City surburban districts, and the tax limit small city districts. Tables 9-11 provide an overview of 5-year trends (1977-82). Total pupils, key expenditure categories, school district tax levy, and full valuation are presented by total State, New York City, and rest of State. Table 9 contains gross values; Tables 10 and 11 are on a per pupil basis. (CMG)

ED 256 430 JC 850 206

Matriculation Advisory Committee Report.
Santa Monica Coll., CA.
PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Administrative Policy; *College Attendance; Community Colleges; Two Year Colleges

An analysis and recommendations are presented on the matriculation process at Santa Monica College that is designed to integrate assessment, educational planning and follow-up to maximize student success at the college. Introductory material specifies the terms of the matriculation agreement between the college and the student and highlights the activities involved in the matriculation process: application, orientation, assessment, educational planning, class enrollment, progress report, additional counseling, referral to support services, and completion of goal. The following sections present the college matriculation plan; a student goal statement; the new student orientation process; the student handbook and its purpose and contents; the process of mathematics and English assessment; study skills assessment; alternative assessment methods; educational planning; student participation in matriculation; faculty advisement; follow-up on student progress; and research as a support activity of matriculation. These sections include background statements, rationales, and recommendations. Institutional research proposals are appended. (HB)

ED 256 444 JC 850 222

Fall 1984 Temple Admission Outcomes. Institutional Research Report #32.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Apr 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *College Admission; *College Transfer Students; *Evaluation Criteria; Followup Studies; *Majors (Students); Postsecondary Education; *Two Year College Students; Universities

A study was conducted to determine the educational outcomes of 663 former Community College of Philadelphia (CCP) students who applied for admission to Temple University. The study focused on Temple's admission decisions and their relationship to the students' programs of study and academic performance at CCP. Study findings included the following: (1) 69% of the applicants (N=460) were admitted to Temple in fall 1984; (2) of the admitted students, 78% were matriculants and 22% were non-matriculants at Temple; (3) 33.8% of the applicants were General Studies students, and 40.1% were enrolled in career programs at CCP; (4) of the 191 (28.8%) applicants who had graduated from CCP, 86% were admitted to Temple; (5) the mean grade point average (GPA) at CCP for the transfer students was 2.69; (6) 158 former CCP students applied for admission to Temple programs in Liberal Arts, 152 students applied to Business Administration programs, and 120 applied to Allied Health programs, and 63%, 75%, and 51%, respectively, were accepted; and (7) students with higher GPA's (2.75+) were more likely to be placed on waiting lists than students with lower GPA's due to the competitive nature of the programs that many of the students with high GPA's wished to enter; and (8) 60% of the transfer students had withdrawn from only one class, or had never withdrawn from a class at CCP. (HB)

ED 256 458 JC 850 241

Bertch, Julie
Writing for Learning in the Community College.
PUB DATE- Jun 85
NOTE- 15p.; Paper presented at the Models for Excellence Conference (Cedar Rapids, IA, May 30-June 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Content Area Writing; Curriculum Development; Two Year Colleges; Writing Exercises; *Writing Instruction; *Writing Skills
IDENTIFIERS- *South Mountain Community College AZ; *Writing Across the Curriculum

The Writing Across the Curriculum (WAC) movement has gone from valuable but less effective individual efforts to organized, district- and campus-supported projects based on goals for improved student learning in every area and every program. On the college level, WAC takes two forms: a more traditional, formally structured approach from faculty whose goals are based on teaching the writing of a discipline; and a more flexible perspective of writing as a thinking process that is fundamental to understanding, termed "Writing for Learning." Writing for Learning consists of a multitude of activities, all designed to lead students to interact with content in ways that result in increased learning. Students write in class or out of class, by themselves or in groups, sometimes cued and sometimes self-designed, to generate ideas or respond to someone else's ideas--whatever seems appropriate for the learning strategy they are practicing. The implementation of this approach at South Mountain Community College began with an effort to convince instructors of the need for more writing, the need for different kinds of writing, and the need for a different view of what teaching writing is. Subsequent steps included gathering administrative support, enlisting faculty, training faculty to plan and design writing assignments, and offering workshops for faculty on the use of writing in the classroom, covering note taking, class logs, study guides, writing assignments, essay tests, and conference evaluations. New efforts are being planned to expand the program to focus on still more student needs. (AYC)

ED 256 472 PS 015 063

Kearney, Shery S., Comp.
Caring for Our Children: Day Care Issues Facing the States. CSG Backgrounder.
Council of State Governments, Lexington, Ky.
PUB DATE- Dec 84
NOTE- 13p.
AVAILABLE FROM- States Information Center, The Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *After School Programs; *Day Care; Early Childhood Education; Educational History; Educational Policy; *Employer Supported Day Care; Federal Government; Federal Legislation; *Financial Support; Government Role; *School Age Day Care; *State Standards
IDENTIFIERS- Day Care Licensing; Latchkey Children; Regulatory Programs; *State Regulation; Subsidized Child Care Services

Through state-supported day care programs for employees' children, incentives for industry-supported programs, and careful review of the regulation of child care providers, states are beginning to meet the growing demand for quality child care facilities. In 1984, 34 states considered or adopted changes in policies regulating day care providers. At least six states set up commissions to review day care regulations: Connecticut, Indiana, Maine, Ohio, Texas, and Virginia. At least 15 states require or are considering criminal record checks of day care center employees. Several states have developed programs for school-age child care, and at least six states have tax incentives for businesses providing child care services to employees. Three states (New York, New Jersey, and California) support day care programs for their employees. Finally, Connecticut is considering two grant programs to establish day care programs for state agencies and nonprofit organizations. (RH)

ED 256 487 PS 015 088

It's No Accident: A Consumer Product Safety Education Curriculum Resource Guide for Teachers of Grades 3 through 6.

Consumer Product Safety Commission, Washington, D.C.

PUB DATE- 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Consumer Education; Educational Objectives; *Electricity; Elementary Education; *Fire Protection; Glossaries; Grade 3; Grade 4; Grade 5; Grade 6; Holidays; Learning Activities; Playgrounds; *Poisoning; *Safety Education; Student Responsibility; Teaching Guides; *Toys

This guide for teachers contains product safety information appropriate for young children and suggests learning activities for third through sixth graders. Activities encourage children to examine their home environments for safety hazards and to share this information with family and friends. Unit 1 introduces five basic safety concepts upon which all seven remaining units are built: risk, hazard, prevention, control, and responsibility. The subsequent seven units apply the basic safety concepts to the areas of home fire safety; playground safety; bicycle, roller skate, and skateboard safety; poison prevention; toy safety; holiday safety; and electrical safety. Each unit provides an introduction; a statement of basic philosophy and purpose; a summary of objectives; suggested discussion questions; activity charts coordinating objectives, student competencies, and activities; a glossary defining consumer product safety terms in a way children can understand; and teacher resource information about safety principles and hazards. (RH)

ED 256 501 PS 015 115

Jansen, Livia S.; Michaels, Gerald Y.

Children's Perceptions of Their Parents: Relationship to Child Adjustment following Divorce.

PUB DATE- Apr 85

NOTE- 41p.; Portions of paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); *Childhood Attitudes; Comparative Analysis; Divorce; Family Relationship; Fathers; *Hostility; *Nuclear Family; *One Parent Family; *Parent Child Relationship; Parents

IDENTIFIERS- Social Perception; Visitation

A total of 80 children, half from divorced, mother-led households and half from two-parent homes, responded to the Children's Report of Parental Behavior Inventory and a semantic differential task that measured content and structure of parental perceptions. Children, their mothers, and their primary teachers also completed a measure of the child's behavioral adjustment, and mothers completed a measure of interparental hostility. Results indicated that the content of children's perceptions of their fathers differed for divorced and nondivorced groups and that the children of divorce had less-well-integrated perceptual representations of their parents. Level of interparental hostility appeared to mediate some of the group differences in perceptions and, in the divorced group, amount of visitation with the noncustodial father was related to positive and well-integrated perceptions of father. Positive perceptions of parents on the content dimensions and well-integrated perceptions of parents on the structural dimensions were positively related to ratings of children's social adjustment. References and tables are appended. (Author/RH)

ED 256 515 PS 015 139

Lemlech, Johanna K.
How Fit Are Elementary Children in Grades 2-4?

PUB DATE- 81
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; Intervention; *Muscular Strength; *Physical Fitness; Pretests Posttests; *Sex Differences
IDENTIFIERS- *Flexibility (Psychomotor)

As part of a Feelin' Good intervention program to improve the physical fitness of children in grades 2 through 4, 603 students were tested for muscle strength and flexibility. Complete pre- and posttest data were obtained from 388 students. Two muscle strength tests and two flexibility tests demonstrated consistent sex differences in performance. Three muscle strength tests demonstrated grade level differences: older girls outperformed younger girls. Fourth grade boys exhibited a pattern of depressed performance on two flexibility tests. Using McNemar's (1969) test of the differences of correlated proportions, performance changes from pre- to posttest were assessed. Both boys and girls showed significant improvement on two muscle strength tests and two flexibility tests. Results indicate a pattern of improvement in performance from pre- to posttest. It was concluded that intervention programs make a difference, but schools should not be dependent upon outside sources to teach health and physical education. (Author/RH)

ED 256 529 RC 015 194

McCannon, Roger S.

Serving the Rural Adult: A Demographic Portrait of Rural Adult Learners.

Kansas State Univ., Manhattan. University for Man.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Apr 85

NOTE- 66p.; Developed as part of the Action Agenda for the Improvement of Rural Adult Postsecondary Education. Appendix A may be marginally legible. For related documents, see RC 015 191-193.

AVAILABLE FROM- Action Agenda Project, University for Man, 1221 Thurston Street, Manhattan, KS 66502 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Access to Education; *Adult Education; Age; Certification; Comparative Analysis; Course Content; Degrees (Academic); *Demography; Financial Support; Income; Institutional Characteristics; Learning Motivation; National Surveys; Occupations; Postsecondary Education; *Profiles; Questionnaires; Rural Areas; *Rural Education; Rural Urban Differences; School Schedules; Sex Differences; *Student Characteristics

IDENTIFIERS- Drake University IA; John A Logan College IL; *Participation in Adult Education Survey (NCES); *United States (Midwest); University of Minnesota Morris; University of North Dakota Grand Forks; University of Wisconsin River Falls

National data collected by the National Center for Education Statistics (NCES) in 1981 (11,754 adults) and regional augmentation data collected in 1984 (812 adults) were analyzed to provide--in profile form--baseline information to assist practitioners and policy makers in having a better understanding of the educational needs of rural adult learners. According to NCES' data, more than 21 million adults ages 17 and older participated in some form of adult education; nearly 6 million, or 28%, lived in rural areas. Although there were some differences, data were remarkably similar for rural and urban respondents. Nearly three-fourths of all respondents were ages 23-50. Women were the majority of participants. The predominant intent for participation was occupational advancement or personal development. The notion that rural adults were interested in education only for remedial or recreational purposes, if at all, was refuted. The augmentation study selected five representational postsecondary institutions in the midwest because of the high incidence of adult learners in their programs, their rural settings, and the ease of acquiring survey data from the students. A questionnaire, which was designed to be compatible with the NCES survey instrument, elicited responses very similar to the NCES sample, suggesting that adults want access to quality education wherever they live. The report has numberous tables; the augmentation survey form is included. (BRR)

ED 256 542 RC 015 251

Reeves, Carolyn M.; LeCertua, Patrick J.
Chapter 1 ECIA Migrant Education Evaluation Report. Fiscal Year 1983.
Idaho State Dept. of Education, Boise.
PUB DATE- 83
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Dropout Prevention; Elementary Secondary Education; Enrollment; Migrant Children; *Migrant Education; Migrant Health Services; *Migrant Programs; Migrant Youth; Records (Forms); *State Programs; Summer Programs
IDENTIFIERS- *Idaho; Migrant Student Record Transfer System

At a cost of $3,035,141.00, Idaho's fiscal year 1983 migrant education programs served 7,441 students during the regular school year (33 programs) and 2,853 students during the summer session (23 programs). Twenty-five projects employed resource teachers at the preschool and/or elementary level during the regular year. Instruction was provided in reading, math, communications skills, English as a Second Language, self-concept and social growth, career education and vocational counseling, and health. A special emphasis was made to identify and serve potential dropout students. Summer programs permitted students to earn credits needed to graduate from high school. Evening programs were also offered for migrant teenagers who worked in the fields during the day. Idaho utilized the Migrant Student Record Transfer System (MSRTS) network for identification, recruitment, and management; a state handbook for MSRTS procedures was begun. Enrollment remained nearly even with 1982 enrollment despite a predicted increase. Each local project had access to supportive assistance through a Migrant Education Resource Center which maintained a lending library of curricular materials. Appendices include statistical summary lists and examples of the secondary credit data entry form, MSRTS certificate of eligibility, health data entry form, student educational and health records, and early childhood development skills logsheet. (PM)

ED 256 555 RC 015 271

The Danger of Poison. Level 1 = El Veneno es Peligroso. Nivel 1.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 232p.; For related documents, see RC 015 270-274. A publication of Project TEACH (Teaching Environmental Awareness to the Children of Harvest = Ensenando celidad ambiental a los ninos migrantes).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Instructional Materials; Content Area Reading; Curriculum Guides; Elementary School Mathematics; Elementary School Science; Environmental Influences; Hazardous Materials; Health Activities; *Health Education; Language Arts; Lesson Plans; *Migrant Children; Migrant Education; Parent Materials; *Pesticides; *Poisoning; Primary Education; *Safety Education; Science Activities; *Units of Study
IDENTIFIERS- Teaching Environment Awareness to Child of Harvest

Developed especially for migrant children, this field-tested curriculum teaches the benefits and hazards of pesticides to early primary children. Materials are prepared in Spanish and English versions and can be used as a separate science/health unit on pesticides or integrated into the regular math and reading curriculum. Topics include benefits of pesticides, packaging and warning labels, application methods for fields and homes, specific hazards such as pesticide storage areas and contaminated irrigation water, and steps to take in case of pesticide contamination. The Level 1 Unit gives background information for teachers, a detailed course for instructing children, 15 visuals, 4 true-false tests, and an illustrated pamphlet for parents. The unit is organized under 16 pesticide concepts with teaching materials, activities, and reading and math skills outlined for each concept. Activities include comparing healthy and unhealthy produce, counting and grouping seeds, and completing the skills activity sheets included in the guide. The 48 reading and 16 math skills covered in the unit are taken from and cross-referenced to the National Migrant Education Program of Reading and Math Skills. Reading skills range from color/shape/letter recognition to paragraph comprehension. Math skills include counting and basic knowledge of coins, clocks, and graphs. (JHZ)

ED 256 568 SE 045 492

Shemesh, Michal; Lazarowitz, Reuven

Formal Reasoning Skills of Secondary School Students as Related to Gender, Age, School Type and Learning Abilities.

PUB DATE- 85
NOTE- 22p.; This research was supported by the Wolf Foundation and by Technion.
GRANT- 230-098
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Age; *Cognitive Ability; *Cognitive Development; Developmental Stages; Instructional Program Divisions; Rural Areas; Science Education; Secondary Education; *Secondary School Science; *Secondary School Students; *Sex Differences; Urban Schools
IDENTIFIERS- *Israel; Kibbutzim; Science Education Research

This study investigated: (1) whether boys and girls master formal reasoning tasks to the same degree at the same age; (2) if the variance of boys' and girls' performance in formal tasks could be predicted by the same cognitive learning abilities; and (3) what are the main and interactional effects of age, sex, and school type on the variance of performance scores on formal reasoning tasks. Level of subjects' performance in formal tasks (subjects included 319 students from urban schools and 92 students from kibbutzim and small villages) was measured using a video-taped group test (VTGT) demonstration. The VTGT measured conservation and volume displacement, proportional reasoning, control of variables, combinatorial analysis, probabilistic reasoning, and correlational reasoning. Among the findings are those showing: that boys surpassed girls in VTGT performance in grades 7 through 11; that although the percentage of formal reasoners increased with age, half of the students in the total sample were in the concrete operational reasoning stage (this finding strengthens the universality of Piaget's cognitive development model); and a higher rate of cognitive development was found for kibbutzim students compared to urban students. Implications of these and other findings (including those related to spatial ability) for science instruction are addressed. (JN)

ED 256 596 SE 045 528

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 6.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2006-31; ISBN-0-88315-550-8

PUB DATE- 83

NOTE- 100p.; For part 1 of workbook see SE 045 527. For teacher's manual see SE 045 529-530. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Decimal Fractions; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 6; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 6 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Ninety-two performance objectives are included in this part of the grade 6 workbook, designed to develop: computational skills with whole numbers, fractions, decimals, and integers; geometric skills; number concepts; and other mathematical topics. (MNS)

ED 256 610 SE 045 544

Safety and Science Teaching.

Virginia State Dept. of Education, Richmond. Div. of Sciences and Elementary Administration.

PUB DATE- May 84

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accident Prevention; Biology; *Chemistry; Educational Facilities Planning; *Hazardous Materials; Laboratory Animals; *Laboratory Safety; Needs Assessment; Physics; *School Safety; Science Education; Secondary Education; *Secondary School Science; Storage; Waste Disposal

IDENTIFIERS- *Hazards

This 10-chapter handbook (designed for science teachers and school administrators) describes known hazards associated with science teaching and provides information to develop a framework for local safety programs specifically designed to avoid or neutralize the effects of such hazards. Major areas addressed in the chapters include: (1) the nature of the problem; (2) uses of chemical, activity, and safety equipment inventories to assess safety needs; (3) physical hazards, health hazards, and hazard alerts; (4) planning for safety (including post-accident procedures and guidelines for modifying curriculum and instructional strategies); (5) chemical hazard control (examining purchasing, recordkeeping, storage, environmental protection, and the use, disposal, and labeling of chemicals; (6) potential hazards, control procedures, and first-aid measures related to laboratory animals, microorganisms, blood letting experiments, and field studies; (7) hazards and control procedures related to fire, radiation, model rocketry, extra-curricular activities, and student errands; (8) eye and face protection; (9) documentation (including inventories, accident reports, safety instruction records, and others); and (10) safety considerations related to the design of science laboratories. Supporting documentation, including a list of chemical hazards (positive carcinogens, suspected carcinogens, highly toxic poisons, and explosives/flammables) is included in appendices. (JN)

ED 256 624 SE 045 558

Roth, Kathleen
Food for Plants: Teacher's Guide. Research Series No. 153.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

PUB DATE- Jan 85
NOTE- 47p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Biological Sciences; Botany; *Concept Formation; *Concept Teaching; Elementary Education; *Elementary School Science; *Photosynthesis; Science Education; *Science Instruction
IDENTIFIERS- *Misconceptions; Science Education Research

Previous research of classroom teaching and learning revealed that students have critical misconceptions about how plants get their food and that these misconceptions remain unchanged despite instruction using activities in the Science Curriculum Improvement Study (SCIIS) unit on producers. Because the experimental sequence described in SCIIS is not enough to help students relinquish their misconceptions about food for plants, a text was developed to clearly address students' misconceptions and to make explicit the contrast between their misconceptions and the scientific explanations of photosynthesis. This document is the teacher's guide version of the student text. In addition to student material, it contains an overview of students' common misconceptions about food for plants as well how to use text chapters in conjunction with the SCIIS unit on producers. (JN)

ED 256 638 SO 016 299

St. John, Mark
Methods of Product Evaluation. Guide Number 10. Evaluation Guides Series.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 18p.; For a related document, see SO 016 298.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Comparative Analysis; Cost Effectiveness; Course Evaluation; Curriculum Development; Curriculum Evaluation; Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Formative Evaluation; Higher Education; Performance Factors; Program Evaluation; *Summative Evaluation; Textbook Evaluation

In this guide the logic of product evaluation is described in a framework that is meant to be general and adaptable to all kinds of evaluations. Evaluators should consider using the logic and methods of product evaluation when (1) the purpose of the evaluation is to aid evaluators in making a decision about purchases; (2) a comprehensive assessment of a product or program is important, and omitted information might be critical; and (3) the evaluation is inherently comparative or summative in nature. A product evaluation checklist is presented and discussed. Major considerations on the checklist include examining the needs of and resources available for the consumer, looking at the range of possible products, studying the products in the light of needs and resources, and, through synthesis and summary, determining the best buy. Included in the discussion of each item on the checklist are specific questions, illustrative examples of how to apply the checklist, and warnings about ways to go wrong. (RM)

ED 256 667 SO 016 409

Young, Harry F.
Atlas of NATO.
Department of State, Washington, D.C.
REPORT NO.- DS-Pub-9412
PUB DATE- Feb 85
NOTE- 43p.; Maps containing small print and gray outlines may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Atlases; Disarmament; Global Approach; *International Cooperation; *International Organizations; International Programs; International Relations; International Trade; Peace; Program Descriptions; *World Affairs; World Problems
IDENTIFIERS- *North Atlantic Treaty Organization; USSR

This atlas provides basic information about the North Atlantic Treaty Organization (NATO). Formed in response to growing concern for the security of Western Europe after World War II, NATO is a vehicle for Western efforts to reduce East-West tensions and the level of armaments. NATO promotes political and economic collaboration as well as military defense. The atlas consists of displays and narrative that illustrate and discuss the following information concerning NATO: membership and area, the Warsaw Pact, responsibilities, burdensharing, integrated commands and infrastructure, standardization of weapons, military forces, transatlantic deployment and logistics, nuclear forces, naval forces, military presence outside the NATO area, Soviet-bloc military presence in the Third World, military expenditures, West European and North Atlantic economic cooperation, trade, overseas import dependency, and security pacts. (RM)

ED 256 683 SO 016 427

Alexander, Susan
Why Nuclear Education? A Sourcebook for Educators and Parents.
Educators for Social Responsibility, Cambridge, MA.
PUB DATE- Dec 84
NOTE- 118p.; Some sections contain small print and photographs that may not reproduce clearly
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($5.00, plus 10% shipping and handling; 15% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Attitudes; Citizen Participation; *Controversial Issues (Course Content); Curriculum Design; Educational Change; Educational Needs; Educational Research; Elementary Secondary Education; Instructional Materials; *Nuclear Warfare; Social Science Research
IDENTIFIERS- *Nuclear Education

This guide is designed as a resource for individuals and groups who are considering why and how to implement teaching about nuclear issues in the classroom. Section I presents some questions frequently asked about nuclear education and responses based upon the experience and research of Educators for Social Responsibility. Section II highlights recent studies concerned with the effects of the nuclear threat on young people. Section III contains reprints of essays and articles dealing with the rationale for nuclear education and ways of implementing it. Section IV presents resolutions passed by national organizations, school districts, and prominent individual educators in support of nuclear education. Section V reviews curricula and classroom materials useful for implementing teaching about nuclear issues. (IS)

ED 256 697 SO 016 447

Campanella, Alfred J., Ed.
Classroom Teacher's "Idea" Notebook. Social Education, 1984, Supplements No. 34-36.
National Council for the Social Studies, Washington, D.C.
PUB DATE- 84
NOTE- 25p.; Compiled by the ERIC Clearinghouse for Social Studies/Social Science Education.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Civil Liberties; Critical Thinking; Experiential Learning; Futures (of Society); Geography Instruction; Higher Education; History Instruction; *Learning Activities; Manipulative Materials; Map Skills; Middle Schools; Secondary Education; *Social Studies; Solar Energy

A compilation of nine social studies activities suitable for immediate application in the classroom includes teaching ideas for middle school, secondary school, and college teachers. Activities include the use of (1) geographic skills to understand the use of solar radiation and available wind power, (2) questions to help students understand historical documents, (3) inquiry to teach students to evaluate historical information, (4) a variety of activities to give students an understanding of totalitarian concepts and national human rights violations, (5) activities to stimulate and promote active learning, (6) the art of letter writing to teach political, social, and cultural history, (7) different approaches to teaching student critical thinking skills, (8) case studies to analyze diplomatic privileges and immunities, and (9) "future thinking" activities for motivation and for teaching problem solving. Lesson titles include "The Geography of Solar Energy" (David E. LaHart and Rodney F. Allen); "A Student Guide to Reading Historical Documents" (Mary Elizabeth Perry and Ellen Strenski); "Sleuths in the Classroom" (Stephen M. Pusey); "A Unit of '1984' and International Human Rights" (Sam Totten); "Using Maps That Move" (Thomas N. Turner); "Letter Exchanges: Living through the Past in a Fictional Correspondence" (Joan Brodsky Schur); "Teaching Critical Thinking Skills" (Brad Rudin); "Studying Diplomatic Privileges and Immunities in the Classroom" (Ann Veldhuis Olson); and "Time for the Future" (Marie S. Davis). (LH)

ED 256 712 SP 025 795

Vandenberghe, Roland
Teacher's Role in Educational Change
PUB DATE- May 84
NOTE- 24p.; Paper presented at the European Seminar of the World Confederation of Organizations of the Teaching Profession (Athens, Greece, May 6-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Educational Change; *Educational Innovation; Elementary Secondary Education; *Inservice Teacher Education; *Teacher Attitudes; *Teacher Participation; *Teacher Role; Teacher Workshops; Work Environment
IDENTIFIERS- *Stages of Concern about the Innovation

The involvement of teachers in large-scale innovations is critical if attempts to improve schooling are to succeed. An analysis of the teacher's role in educational change is presented with particular focus upon teacher concerns about innovations. A description is given of the Concerns-Based Adoption Model, which identifies the individual teachers as the primary target of interventions designed to facilitate change in the classroom. The factors that encourage or discourage participation on the part of teachers in an innovation project are explained, and an outline is presented of the six stages of concern that teachers undergo in gradually accepting and internalizing an innovation. The important factors which emerge during the implementation stage of an innovation are explored, and recommendations are made for developing effective inservice training programs that will encourage teachers to participate in educational changes. (JD)

ED 256 729 SP 025 967

Manitoba Health Assessment Program 1982. Final Report.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-86497-092-7
PUB DATE- 82
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Foreign Countries; Grade 5; Grade 10; *Health Education; Health Materials; Interpersonal Relationship; Mental Health; *Physical Health; *Program Evaluation; Student Attitudes; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Manitoba

Test results and interpretations, conclusions, and recommendations are presented from the Health Assessment Program conducted in the Manitoba public schools in 1982. Chapter I provides an overview and highlights the health assessment and major findings of fifth and tenth grade student assessments. Major findings of the teacher and administrator surveys are reported and recommendations are summarized. In chapter II, the report's format is described and examples are presented of questions used to test students' knowledge and comprehension of health matters and their ability to apply their knowledge in real life situations. Samples are given of questions designed to measure health attitudes, habits, and feelings. The sequential steps of the assessment program are outlined. The third and fourth chapters contain achievement results, conclusions, and recommendations for grades five and ten. The fifth chapter presents the results of surveys of teachers and administrators on such factors as time spent on health education, availability of resources, and their opinions on the most effective methods of health education. The final chapter offers overall conclusions and recommendations based upon the entire Health Assessment Program. (JD)

ED 256 746 SP 026 067

Putnam, Joyce

Developing an Elementary-School, Learning-Community Classroom. Research Series No. 145.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 53p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cooperative Planning; *Curriculum Development; Educational Environment; Elementary Education; Helping Relationship; *Participative Decision Making; *Student Participation; Teacher Effectiveness; Teacher Student Relationship; Teaching Styles

An elementary school teacher developed a learning community classroom with four key characteristics: (1) task and objective monitoring systems; (2) use of heterogeneous groups; (3) fostering of individual responsibility; and (4) fostering of group responsibility for learning. It appeared that collaborative planning between teacher and pupils was the key strategy contributing to the learning community characteristics. A second contributing strategy was the explicit management and organization system employed by the teacher. Examples are given of classroom events that illustrate how the teacher established a learning community classroom, what happened during collaborative curriculum planning, and the pre-planning techniques of the teacher for daily activities. Implications for teacher education are discussed. Appended are the teacher's notes on the two units of study completed during the school year. (Author/JD)

ED 256 762 SP 026 120

Stuck, Andrea F.
Isn't It about Time Teacher Education Used What Is Known?
PUB DATE- 85
NOTE- 70p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Developmental Continuity; *Developmental Stages; Higher Education; Preservice Teacher Education; *Student Characteristics; *Teacher Education Curriculum; *Teacher Education Programs

Teacher education students' cognitive and psychosocial development renders current practice as it manifests itself in courses and teaching strategies useless and irrelevant. Cognitive and psychosocial development are the theoretical framework upon which innovation and intervention for teacher education may begin. The basic premise upon which this intervention is based is: teacher education does have available to it requisite theories and data to inform itself concerning who the teacher education student is, both cognitively and psychosocially. Knowing these two variables has far-reaching potential for instituting more informed and effective teacher education programs. Analyses are presented of the theoretical development of positions on cognitive and psychosocial factors in the individual student, demonstrating the knowledge base available to teacher educators in planning for a more individualized and sensitive teacher education curriculum. A description is given of a 5-year teacher education program based upon these developmental theories. The paper concludes with a seven-page bibliography. (JD)

ED 256 822 UD 023 916

Turning the Corner: How to Improve the Secondary School Experience.
Providence Public Schools, R.I.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 36p.; Prepared at Central High School, Providence, Rhode Island.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Educational Objectives; *High Schools; Models; *Parent School Relationship; Program Implementation; School Community Relationship; *Urban Schools
IDENTIFIERS- Rhode Island (Providence)

The program model presented in this handbook is directed to urban high schools in crisis. In 1982, Central High School in Providence, Rhode Island, was such a school. Thirty percent of the student body came from low-income families, violence erupted regularly, it was difficult to maintain discipline, academic achievement was consistently below average, and school/parent communication was ineffective. In that year Central High received a Ford Foundation grant to develop a program whose overall goal was to increase student ability to learn and achieve; intermediate goals were to create a positive school atmosphere and to improve the students' image of themselves and of the school. The major vehicle of change was to be a model of school/parent/community collaboration. This manual provides guidelines and procedures for the development of similar programs. The manual opens with graphic representations of (1) the overall program strategy: causes and effects; (2) the program model; and (3) staff organization. The remainder of the manual is divided into four sections dealing with the following major objectives: (1) strengthening parent and community participation; (2) insuring that program activities become an integral part of the school; (3) implementing and disseminating the model; and (4) documenting the process. Accompanying each objective are suggested related activities, a description of what was actually done in Central High, recommended changes, and listings of project materials. (KH)

ED 256 582 SE 045 514

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6002-21; ISBN-0-88315-519-2
PUB DATE- 83

NOTE- 368p.; For part 1 of teacher's manual see SE 045 513; for student workbook, see SE 045 511-512. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 2; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 2 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 66 modules on 127 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; multiplication; division; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 778　　　　　　　　TM 850 116

Humphreys, Lloyd G.
Race Differences in Tested Intelligence: Important Socially, Obscure Causally. A Review ... of "Bias in Mental Testing", by Arthur R. Jensen.
National Academy of Education, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 81
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Ethnic Bias; Intelligence; Intelligence Differences; *Intelligence Tests; Racial Attitudes; *Racial Differences; *Test Bias
IDENTIFIERS- Jensen (Arthur R)

This document is a book review of "Bias in Mental Testing" by Arthur R. Jensen. Jensen discusses intelligence as a phenotypic construct. The problem of ethnic differences in phenotypic intelligence is emotionally charged, which makes rational consideration of the issues difficult. The reviewer disagrees with the author's predisposition to propose and stress genetic explanations for test bias, to the exclusion of other explanations and disagrees with his account of the various tests of the Spearman hypothesis. The reviewer also disagrees with Jensen's test theory discussion and cites several statistical errors in the book. Jensen's use of first principal component and first principal factor without discrimination as an operational definition of the general factor is questioned. Despite the criticisms, the reviewer believes that the data presented are generally sound and that those that bear on test bias cannot easily be dismissed. (DWH)

ED 256 797 TM 850 269

Ligon, Glynn; Wicker, Maria L. R.
LOOP: Linking Outcomes to Organizational Planning, First Quarterly Report: 25 School Board Priorities.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-URE-84.28
PUB DATE- Dec 84
NOTE- 24p.; Small print in Part 2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Boards of Education; Educational Administration; *Educational Planning; Evaluation Methods; *Management Systems; Models; *Needs Assessment; Program Evaluation; School Districts; School Effectiveness
IDENTIFIERS- *Austin Independent School District TX; *Linking Outcomes to Organizational Planning

The Austin Independent School District Superintendent of Schools required a process for monitoring district activities. The Office of Research and Evaluation developed LOOP (Linking Outcomes to Organizational Planning). LOOP is a management information system through which progress in a number of activities within the school system may be monitored. This report describes LOOP and its successful use in observing progress toward addressing the 25 school board priorities established for the 1984-85 school year. LOOP was found to be an efficient management system for tracking progress in key areas. Recommendations were made that LOOP continue to be used to monitor progress; that periodic status reports continue to be published for administrative use; and that quarterly reports on the school board priorities be used by the superintendent to monitor task completion. Each priority is listed with its ultimate objective and committee and with its action/decision and key activities. (DWH)

ED 256 808 TM 850 303

Evaluation of the 1982-83 ECIA, Chapter II Elementary Career Awareness Project.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- May 84

NOTE- 44p.; For related documents, see ED 129 896 and ED 251 477.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Career Awareness; Comparative Analysis; Elementary Education; Federal Aid; *Learning Laboratories; Performance Factors; Pretests Posttests; Program Evaluation; School Effectiveness; *Teaching Experience; Test Results

IDENTIFIERS- Career Awareness Inventory; *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

This evaluation of elementary career awareness programs in Dade County Schools, Florida, compares student performance in seven schools receiving Education Consolidation Improvement Act (ECIA) Chapter II funds and six non-Chapter II schools. Pre-and posttest data from the Fadale Career Awareness Inventory revealed that the two groups did not differ on adjusted mean posttest scores. However, all Chapter II schools showed student performance gains beyond the .01 confidence level while only half the non-Chapter II schools showed performance at this level. Based on performance consistency, it was concluded that Chapter II funding did make a difference. Contrary to expectation, the presence of certified teachers and better equiped laboratories in the Chapter II schools did not explain this difference in consistency. Regression analysis of career lab instructor survey data identified four variables accounting for performance differences: (1) goal agreement between instructor and composite teacher; (2) career station preference diversity; (3) the number of work stations completed by students; and (4) the amount of class time spent on additional career experiences. Correlation of these variables with years of teacher career lab experience imply that with increasing experience, non-Chapter II school instuctors' performance improvement will increase uniformity of student performance. An inservice program would accomplish this goal more efficiently. Numerous appendices include the teacher survey questionnaire and statistical analyses and summaries. (BS)

ED 256 431 JC 850 208

Koltai, Leslie
LACCD Establishes Recruitment Committee to Stave Off Major Enrollment Decline. CSCC Bulletin #16.
Center for the Study of Community Colleges. Los Angeles, Calif.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Declining Enrollment; Multicampus Districts; *Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

The fall 1984 implementation of tuition in California's community colleges created the need for aggressive strategies to counter the anticipated, major enrollment decline. For the Los Angeles Community College District (LACCD), those strategies involved a new campaign incorporating districtwide and campus-oriented events, as well as the establishment of a District Recruitment Committee. The districtwide campaign involved radio, television, and newspaper announcements designed to provide information about financial assistance, tuition waivers, and the LACCD academic calendar. The campaign sought to provide broad market coverage while still targeting the traditional college-age person. Campaign results for summer 1984 included 4,654 requests for enrollment information and the distribution of 6,544 college class schedules. Community surveys assessing the effectiveness of various efforts indicated that newspapers were the most widely used medium for obtaining information on educational opportunities. Recruitment efforts at the nine LACCD campuses varied in number and scope according to each school. Each campus established a recruitment/marketing committee and undertook activities such as the provision of information booths on campus, campus tours, the creation of Spanish-language registration materials, the sponsorship of high school career days, and the development of a "telephone tree" to contact continuing and prospective students. The recruitment activities at the LACCD have minimized the enrollment decline and promoted a pervasive atmosphere of teamwork. (AYC)

ED 256 652 SO 016 349

Gerber, Alex, Jr.
Towards a Holistic Paradigm for Education: A Communications Approach.
PUB DATE- Nov 83
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Milwaukee, WI, November 4, 1983). For related document, see SO 016 350.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Needs; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Holistic Approach; Interdisciplinary Approach; Teaching Methods; Values Education

In a holistic approach to education, the various parts are related to the whole in such a way that education is no longer fragmented and unrelated to the larger society. Because it is difficult to define what is meant by the term "holistic," educators have been hesitant to use such an approach even though a growing body of literature supports the validity of such educational concepts. Holistic education emphasizes the need to develop a sensitivity to the process of one's own thoughts and feelings, and those of others. Implicitly and explicitly, holistic education emphasizes the common humanity of all people and the essential unity of life. Buckminster Fuller, Fritjof Capra, Lewis Thomas, David Bohm, and E. F. Schumacher have all discussed the need for a more holistic approach to life and education. Educators, however, have avoided dealing with interconnections among phenomena and people, preferring to maintain boundaries between disciplines and avoiding personal matters altogether. What is needed is a holistic approach that emphasizes those interconnections and could even provide the basis for a new approach to teaching values. (IS)

ED 256 445 JC 850 226

Quinley, John W.

Factors Affecting Students' Choice to Enroll at HCC. Implications for Marketing, Recruitment, and Advising.

Harford Community Coll., Bel Air, MD. Office of Institutional Research.

PUB DATE- May 85

NOTE- 63p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Choice; Community Colleges; Dropouts; *Enrollment Influences; Questionnaires; *School Holding Power; School Surveys; Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted to analyze the factors which affect students' decisions to enroll at Harford Community College (HCC), Harford County, Maryland. An entrant follow-up survey was sent in spring 1984 to all students who were enrolled in a Maryland community college for the first time in fall 1982. The survey sought to evaluate the extent to which the community colleges were successful in assisting students to achieve their educational goals, in preparing students for transfer to a four-year college or university, and in facilitating students' career development. Based on responses from 305 (54%) of the 561 students still attending HCC, 273 (35%) of the 770 students no longer attending the college, and a marketing survey completed by 240 students, study findings revealed: (1) 50% of the respondents attended HCC to pursue career goals, 30% for academic goals, and 20% for self-enrichment; (2) 53% of the students attended HCC to attain an associate degree, 35% took courses without any intent to graduate, and 12% attended to obtain a certificate; (3) 44% of the full-time students earned an associate degree in 2 years and 33% in 3 years, while almost 80% of the part-time students receiving the associate degree graduated by their sixth year; (4) almost 90% of the respondents attended HCC because of its convenient location, 46% attended because of the low tuition costs, and 45% because of the availability of a desired academic program; (5) 60% of the respondents learned about HCC classes through the schedule of classes mailed to local residents; and (6) 46% of the students who were no longer enrolled at HCC planned to take courses at the college in the future. The survey instrument is appended. (HB)

ED 256 459 JC 850 242

Nespoli, Lawrence A.
Leadership Imperatives for Program Planning and Assessment.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (55th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; College Administration; *College Planning; *Community Colleges; *Leadership; *Program Development; *Program Evaluation; Two Year Colleges

The educational decisions that are made today must consider the current situation of declining enrollment, but also take into account the resurgence in higher education that is certain to follow within the next decade. Community college administrators must take on the role of leaders (i.e., those who infuse an organization with values) rather than managers (i.e., those who seek to efficiently operate the organization within the framework of values and directions already determined). One of the first tasks of these community college leaders will be to establish an academic strategy, which looks beyond the most efficient way to accomplish current activities to see whether those activities are relevant to the rapidly changing external environment. As leaders, community college administrators must give greater priority to the development of long-range academic plans for curricula and programs. Program assessment goes hand-in-hand with program planning. If approached seriously, program assessment results in substantive instructional and administrative changes. The main criteria to be considered in program evaluation are the demand for, quality of, and cost of the programs. Based on these criteria, a number of instructional decisions are made, with respect to learning objectives, instructional methods, and devoted resources. The quality of these decisions depends upon the quality of the information upon which they are based. Statewide programs, such as the Program Data Monitoring System in Maryland, help provide colleges with such information for their use in program assessment efforts. (AYC)

ED 256 473 PS 015 069

Eddy Yvonne

Developing Homework Policies. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; Document printed on colored paper.
CONTRACT- 400-83-0021
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Homework; *Learning Activities; *School Policy
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses various types of homework assignments and examines research findings about the effectiveness and amount of homework assigned to American schoolchildren. It also examines some of the policies presently being discussed by school districts. Three types of homework are briefly delineated: practice assignments, preparation assignments, and extension assignments. Conflicting research findings regarding the relationship of homework to academic achievement are discussed and a recommendation is made that school districts should determine whether homework, as they define and construct it, meets the district's educational objectives. Several questions are presented to help determine what issues should be considered when developing homework policies. The digest concludes that individualized homework assigned to appropriate grade levels seems to help students develop the disciplined study skills that result in increased scholastic achievement. (RH)

ED 256 488 PS 015 089

Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. Position Statement.

National Association for the Education of Young Children, Washington, D.C.

REPORT NO - ISBN-0-912674-91-1
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #20, $6.00; discount on orders of 10 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Criteria; *Day Care; *Early Childhood Education; Food Service; Food Standards; Immunization Programs; Preschool Curriculum; *Preschool Education
IDENTIFIERS- *Accreditation Standards; Food Preparation; *National Academy of Early Childhood Programs; National Association Educ of Young Children

The early childhood program accreditation system developed by the National Association for the Education of Young Children is described in this publication. Part 1 focuses on policies and procedures for accreditation (including discussion of goals and eligibility) and provides a six-step overview of the accreditation process. This process involves self-study by the applying center, reporting to the National Academy of Early Childhood Programs, validation visits to the center, consideration of the center report by commissioners, appeal by deferred centers, and maintenance of accreditation by accredited centers. Part 2 enunciates 10 criteria for high quality early childhood programs and offers interpretations of these criteria. The criteria concern interactions among staff and children, the curriculum, staff-parent interaction, staff qualifications and development, administration, staffing, the physical environment, health and safety, nutrition and food service, and evaluation. Appended materials include resource lists concerning the planning of developmentally appropriate curricula for infants and toddlers, children 2 through 5 years of age, and school-age children; a schedule for childhood immunization; child care food program recommendations of the United States Department of Agriculture; and requirements for food preparation and service. A bibliography citing literature reviewed in developing the evaluation criteria is also provided. (RH)

ED 256 502 PS 015 116

Fabricius, William V.; And Others
Spatial Knowledge versus Perceptual Biases.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Concept Formation; *Distance; Models; *Preschool Children; Preschool Education; Proximity; *Spatial Ability; *Visual Perception
IDENTIFIERS- Developmental Patterns; *Piagetian Theory

According to Piaget, young children have a profoundly different conception of distance than do adults. In fact, Piaget argues that young children do not have a conception of distance since they do not conceive of distance as being composed of fixed units of space. In contrast, results of a series of studies indicate that in tasks requiring distance judgments of large-scale and small-scale paths, judgments of paths with and without interposed points, and judgments of visible and unseen paths, young children's concepts and judgments of space are determined to a significant degree by a fundamentally correct conception of distance. As Piaget has argued, a conception of distance is basic for an understanding of space; such a conception occupies a fundamental position in the child's thinking and reasoning about space. In contrast to Piagetian theory, findings show that the acquisition of a concept of distance is evident quite early in development. Reproductions of 11 slides used during the presentation are appended. (RH)

ED 256 516 PS 015 140

Vartuli, Sue; And Others
Research on Using Computers with Preschool-age Children.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Learning Activities; *Microcomputers; *Preschool Children; Preschool Education; Sex Differences; *Success; *Teacher Role

Twenty-two 3-year-olds, 36 4-year-olds, and eight 5-year-olds were given the option of using two computers with selected, sequenced software games as one of their free-choice or work time activities. During the last half of the 33-week long study, children were also introduced to a floor turtle robot, a standing robot, and to Logo activities. Children's "computer success" was measured in terms of hardware use, software use, program interest, and robot use and simple Logo langauge programming skills. Most of the children were successful in the first three categories, representing those types of microcomputer activities most common in preschool classrooms. The data further indicated that females score higher overall on computer competency and interest than males do, while males score somewhat higher than females on performing robot tasks. Observational data also were collected on possible limitations and benefits of using microcomputers with young children. Benefits include familiarizing children with the technological world that they will know as adults, individualization of learning experiences, provision of immediate feedback, and the motivation of parental interest in the program. Computer use with preschoolers also decreases interaction between and among students, places considerable demands on teachers' time, and requires considerable prompting behavior of teachers. (RH)

ED 256 569 SE 045 495

Shubert, L. Elliot

Science Education: An Emerging Crisis. Instructional Development Report.

North Dakota Univ., Grand Forks. Office of Instructional Development.

PUB DATE- Apr 84
NOTE- 39p.; Papers presented at a symposium (Grand Forks, ND, April 28-30, 1983). Support provided by the North Dakota Academy of Science.
AVAILABLE FROM- Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Educational Quality; *Educational Trends; Elementary Secondary Education; Federal Legislation; Government Role; Majors (Students); Mathematics Education; *Science Curriculum; *Science Education; Science Education History; Science Instruction; *Science Teachers
IDENTIFIERS- Excellence in Education; *North Dakota

This report is a compilation of presentations made at a symposium which focused on various topics and issues related to the current status of science and mathematics education at the national, state, and local levels. These presentations are: (1) "Growing Recognition of a Serious National Problem in Science Education" by M. Joan Parent (examing the working of the National Science Board Commission, including Commission findings about the teaching profession, science curricula, science equipment, and such new technologies as microcomputers); (2) "The Science Education Debate in Congress" by Douglas R. W. Norell; (3) "Science Curriculum: From Sputnik to the Toyota" by Vito Perrone; (4) "Science Education: Trends in North Dakota" by Donald R. Scoby (discussing the science methods class at North Dakota State University and presenting data on the numbers of mathematics and science education majors at North Dakota colleges and universities, 1972-1982); and (5) "The Rise and Fall of Twenty-Five Years of Science Education: 1958-1982" by Clarence E. Thompson (including information on teaching high school science at Grand Forks Central High School and data comparing achievement of 127 students at the school to 6,589 students throughout the state). (JN)

ED 256 597 SE 045 529

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6006-31; ISBN-0-88315-523-0
PUB DATE- 83
NOTE- 344p.; For part 2 of teacher's manual see SE 045 530. For student workbook see SE 045 527-528. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decimal Fractions; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 6; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 6 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols, getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 58 modules on over 75 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 611 SE 045 545

Elementary Science Syllabus: Science Attitudes, Problem Solving, Skills, Science Content.

New York State Education Dept., Albany. Div. of Program Development.

PUB DATE- 85
NOTE- 70p.; Several pages containing photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biological Sciences; *Course Descriptions; Elementary Education; *Elementary School Science; Inquiry; Language Arts; *Physical Sciences; *Problem Solving; Process Education; Program Development; Program Implementation; Science Education; *Science Programs; Skills; Student Attitudes
IDENTIFIERS- *New York

This four-part publication is designed to assist New York school personnel in designing local elementary science programs that will help students increase their scientific literacy. Part I addresses various topics related to implementing a local elementary science program, considering local planning, Regents goals, science instruction, time allotment, program evaluation, humane treatment of animals and birds, conservation day, and safety. Part II lists and defines goals for problem-solving, skills, positive science attitudes, and science content. Science content goals are specified for three age levels (ages 4-7: life/physical sciences; ages 7-9: life/physical sciences; ages 9-11: life/physical sciences and ecosystems) while the components of problem solving, skills (including inquiry, process, and language arts skills), and science attitudes are the same for all three levels. Part III contains an overview of three types of program activities (units, mini-units, and unit starters) and information on establishing a cross-reference between program activities and the science syllabus. Part IV is a series of appendices. They include a statement of Regents goals for elementary and secondary students for 1984, a list of elementary science goals and criteria, safety suggestions, a syllabus-program correlation chart for the three age levels, and information on developing programs at the local level. (JN)

ED 256 625 SE 045 559

Science: A Maryland Curricular Framework.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biological Sciences; *Curriculum Development; *Educational Objectives; Educational Philosophy; *Elementary School Science; Elementary Secondary Education; Physical Sciences; *Program Development; Science Curriculum; Science Education; *Science Programs; *Secondary School Science
IDENTIFIERS- *Maryland

This document is designed to assist administrators and teachers in planning, developing, and implementing science programs in kindergarten through grade 12. It provides a philosophical foundation and curricular framework from which educators may construct comprehensive science education programs. The materials presented will aid local school systems in: planning local curricula; developing a local philosophy; defining a local set of goals and subgoals; developing a local scope and sequence; evaluating the extent that the goals and subgoals are contained in current curricular offerings; and identifying needed curricular content and instructional strategies. The document is organized in five major sections: (1) a consideration of philosophy, in which the nature of science is defined and its relationship with society, the learner, and the school curriculum is defined; (2) a list of five goals and their respective subgoals; (3) a list of behavioral statements which provide further definition for each subgoal; (4) illustrative objectives, showing how goals and subgoals may be treated at particular grade levels; and (5) a discussion of how to develop and use goals, subgoals, and objectives in the preparation of science scopes, sequences, and instructional units. (JN)

ED 256 639 SO 016 312

Justice: Law and Responsibility. A Case Study Approach to Law Awareness.

Seminole County Public Schools, Sanford, FL.

PUB DATE- 84

NOTE- 110p.; Lithograph reproductions may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Case Studies; Citizenship Education; *Citizenship Responsibility; Interdisciplinary Approach; *Justice; Laws; Learning Activities; *Legal Education; Secondary Education; Teacher Developed Materials; *United States History; Units of Study; *World History

IDENTIFIERS- *Law Related Education

Teacher-developed law-related education lessons that can be integrated into secondary school world history and U.S. history courses are provided. The first of two major sections contains law lessons for world history. Lessons are varied and deal with topics such as sources of the law, laws in early civilizations (Rome, Greece, and Egypt), the Code of Hammurabi, the caste system, religion and the law in the early Middle Ages, the Magna Carta, and the powers of a king as compared to those of a U.S. president. The second section contains law lessons for U.S. history. Lessons deal with a variety of topics, including rules among Native Americans, laws in colonial America, religious toleration and freedom, Shays' Rebellion, the power of the Supreme Court, legal compromises concerning slavery, wagon train law and order, civil rights, and juvenile law. Objectives and teaching procedures are provided for each lesson. In some lessons, student handouts and discussion questions are provided. Activities include case studies, role play, classroom discussions, and guest speakers. (RM)

ED 256 668 SO 016 410

Kavich, Lawrence, L.
1984 Educational Policy in China: Economic Interrelationships.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Economic Factors; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Nontraditional Education; Vocational Education
IDENTIFIERS- *China; *Cultural Revolution (China)

China continues, in the 1980's to try to return its educational policy to the balance between academics and ideological work and study that existed prior to the cultural revolution. It also plans to expand colleges and postgraduate education. This change has meant a return of the key demonstration schools at every level from primary to university and a return of educational options for graduating middle school students. In order to accomplish these goals, plans for education have been integrated into larger economic goals. Changes in the economy designed to stimulate modernization and an expanded gross national product have been encouraged. As part of the integration of the economy and the educational system, vocational education has been stressed. The present educational system begins with primary school, which lasts [illegible]rs and enrolls almost all children. Following this are [illegible] and senior middle schools, which provide university preparation for the best students and vocational training for the vast majority. The present five-year plan for education includes increasing college enrollment, expanding nontraditional forms of education (such as correspondence classes), and establishing new colleges. (IS)

ED 256 684 SO 016 428

Burt, Lucile; Snow, Roberta
Listening to Children: Soviet and American Voices.
Educators for Social Responsibility, Cambridge, MA.
PUB DATE- Nov 84
NOTE- 73p.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($5.00, plus shipping and handling; 15% discount for 10 or more). Videotapes available for rental or purchase through Intersection Associates, 56 Chestnut St., Cambridge, MA 02139 and/or Educators for Social Responsibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Childhood Attitudes; Controversial Issues (Course Content); Cross Cultural Studies; Elementary Secondary Education; Instructional Materials; *Nuclear Warfare; Videotape Recordings; World Problems
IDENTIFIERS- *United States; USSR

This guide explains how and why the videotapes, "There's a Nuclear War Going On Inside Me" and "What Soviet Children Are Saying about Nuclear Weapons," were made and provides background information and activities that will aid in using the tapes. Chapters I and III contain interviews with producers of the videotapes. Topics are how children were selected and prepared for the taping, how questions were posed, how editing was done, and, in the case of the Soviet children, how the investigators gained access to the children and what, if any, restrictions were imposed. Chapters II and IV are transcripts of the video tapes. Chapter V provides activities that allow young people and adults to join in the on-going study about how children everywhere are affected by living in the nuclear age. Some activities encourage local research about the attitudes of children; others help raise the question of what role schools and families might play in educating about nuclear weapons and understanding other cultures. Chapter VI provides the names and addresses of four people who have used the videotapes and have agreed to share their experience with others. (IS)

ED 256 698 SO 016 449

Greenberg, Marvin

Teachers' Guide and Program Notes for Youth Symphony Concerts Grades K-3. Honolulu Symphony, 1983-84 Season.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-83-5089

PUB DATE- Sep 83

NOTE- 60p.; For teacher's guide for grades 4-6, see SO 016 450. Support and assistance provided by the Honolulu Symphony Society, the National Endowment for the Arts, the Hawaii Foundation on the Culture and the Arts, and the Women's Association for the Honolulu Symphony.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Concerts; Instructional Materials; Listening Skills; Music Activities; Musical Instruments; Music Appreciation; *Music Education; Music Techniques; *Orchestras; Primary Education; Resource Materials; Teaching Methods

IDENTIFIERS- Etiquette

These resources and activities are intended to introduce primary school children to and help them enjoy and appreciate the children's concerts sponsored by the Honolulu Symphony. The guide is for the symphony program, "It's Circus Time," for children in grades K-3. The instruments used by the symphony are outlined, and pre- and post-teaching activities and print and nonprint resources that can be used to teach the children about the instruments are suggested. The orchestra "warm up" and the roles of the concertmaster and conductor are described. Teaching suggestions are made concerning concert manners. General guidelines for teaching listening-to-music skills are presented. A map of the concert theatre and the concert program are provided. Musical elements are discussed and methods for teaching about them are suggested. Background information on and learning activities concerning the concert music to be played are provided. The program includes music by Toch, Rimsky-Korsakoff, Slonimsky, Nelson, Saint-Saens, Kabalevsky, and Fucik. (RM)

ED 256 713 SP 025 802

Sutherland, Mary; Fasko, Daniel
Perceived Importance of Health Educator Competencies.
PUB DATE- 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; *Health Education; Job Performance; *Masters Degrees; *Minimum Competencies; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- *Health Educators

A study was designed to compare the perceived importance of selected competencies expected of bachelor's level and master's level health educators by practice settings. Subjects were 136 health educators who rated the importance of 135 competencies in the areas of administration, general health knowledge, communication, and evaluation. Results of the study indicated significant differences between health educators practicing in community and public health, schools, higher education, and others in their ratings of bachelor's level competencies in the areas of administration, communication, and evaluation, and no significant differences in the area of bachelor's level general health knowledge, as well as all master's level competencies. Generally, the master's level ratings were significantly higher than the bachelor's level ratings, except for general health knowledge. (Author/JD)

ED 256 730 SP 025 968

Short, Edmund C.; And Others

The Story of the AERA Special Interest Group on Creation and
Utilization of Curriculum Knowledge--1970-1984: Toward Excellence
in Curriculum Inquiry.

PUB DATE- Mar 85

NOTE- 325p.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)

DESCRIPTORS- Curriculum Development; Curriculum Evaluation;
*Curriculum Research; *Educational Research; *Educational
Researchers; *Faculty Organizations; Newsletters; Organizational
Objectives; Research Utilization

IDENTIFIERS- *American Educational Research Association; Special
Interest Groups

The American Educational Research Association's (AERA) Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge" was formed in 1971 by researchers whose work focused upon the advancement of knowledge in curriculum. The interest area for this SIG centered on generic knowledge about: (1) curriculum definitions; (2) model programs; (3) curriculum designs; (4) the curriculum development process; (5) curriculum objectives; (6) criteria for curriculum content and methods of organization; (7) curriculum evaluation; and (8) other aspects of theoretical and practical import for the creation of improved educational programs. This monograph traces the history of this SIG from its inception in 1971 to the present. The first chapter, by Edmund C. Short, describes the beginnings of the SIG. In chapter two, by George H. Willis, the professional activities of the group are discussed. The third chapter, by William H. Schubert, is a chronicle of the scholarly contributions of the SIG, listing papers and symposia sponsored by the group at AERA annual meetings from October, 1971 through April 1984. Included in the appendixes are SIG newsletters from 1971 to 1984. (JD)

ED 256 747 SP 026 068

Counts, Sharon; Silverman, Debra Larson
Climate Survey. Teacher Education and Certification.
Alaska State Dept. of Education, Juneau.
PUB DATE- 28 Jan 85
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Board of Education Role; Higher Education; *Incentives; *Inservice Teacher Education; Preservice Teacher Education; State Norms; *Teacher Attitudes; *Teacher Certification; *Teacher Education Programs; Teacher Recruitment
IDENTIFIERS- Alaska; Teacher Recertification

A summary is presented of findings from a survey that sought to record the opinions of teachers and administrators in the Alaskan schools on key educational issues. Results of previous nationwide surveys are synthesized on the topics of teacher education programs, teacher certification, inservice teacher education programs, and incentive programs. Responses from Alaskan educators on important issues that will have an impact on teacher education and certification in their state are presented in the second section. The issues include: (1) attracting persons to the teaching profession; (2) teacher preparation; (3) teacher certification issues; (4) recertification of teachers; and (5) incentive program. The final section offers statistical results and data analysis of a statewide climate survey. Graphs and charts depicting results are accompanied by narrative analysis of the issue under consideration and the educators' opinions. The statewide climate survey instrument is appended. (JD)

ED 256 763 SP 026 124

McLaughlin, Elaine Casserly, Comp.; And Others
Nutrition Education Resource Guide: An Annotated Bibliography of Educational Materials for the WIC and CSF Programs. Bibliographies and Literature of Agriculture Number 24.
MAXIMA Corp., Silver Spring, Md.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Oct 82
NOTE- 147p.
CONTRACT- 53-K06-1-23
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Rearing; *Dietetics; Health Education; Infants; Mothers; *Nutrition Instruction; Parenting Skills; Parent Role; *Pregnancy; Prenatal Influences; *Preschool Children
IDENTIFIERS- *Breast Feeding

This resource guide to evaluated print and audiovisual nutrition materials has been developed to assist state and local staff of the Special Supplemental Program for Women, Infants and Children (WIC) and the Commodity Supplemental Foods Program (CSFP), in selecting, acquiring, and developing accurate and appropriate materials for nutrition education of their participants. Each entry provides an abstract, appraisal, and descriptors as well as information on title, author, source, format, reading level (when applicable), availability, and cost. The following areas are covered: (1) health care during pregnancy; (2) breastfeeding; (3) infant feeding; (4) nutrition for preschool children; and (5) overview and general nutrition information. Program outreach materials are also included, as are evaluation materials, a cross reference index, and a title index. (JD)

ED 256 530 RC 015 223

Helge, Doris; And Others

Establishing a National Rural Education Research Agenda via Empirical Data.

Western Washington Univ., Bellingham. National Rural Development Inst.

PUB DATE- Feb 85

NOTE- 62p.; Small print is used in the survey instrument.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Government Role; National Surveys; *Needs Assessment; *Program Implementation; Researchers; *Research Needs; *Rural Education

IDENTIFIERS- Department of Education; Empirical Analysis; Intra Agency Committee on Rural Education; National Rural Education Research Consortium; Practitioners; Rural Education Rural Family Ed Policy for the 80s

Begun in June 1984, the national study utilized questionnaires from 461 rural education researchers and practitioners to provide the first empirical data for prioritization of rural education research needs. Since conducting and supporting rural education research are clearly federal functions, the study was prepared for dissemination to federal agencies and elected officials and designed to focus on activating the research agenda and acting on its implications. Respondents rated 46 research questions and prioritized 13 themes. Nine research clusters were thus identified and rank ordered: rural school effectiveness, governance and finance, staff training needs (technology as a resource), teaching styles and incentives, field-based personnel preparation, preservice preparation, personnel recruitment and retention, school-community interaction, and rural versus non-rural factors. Rural practitioners and researchers were in agreement in prioritizing the importance of the clusters. Twelve recommendations/ implications are given that should be addressed by the federal government in support of efforts related to the prioritized clusters. Nineteen tables provide information on: ranking of questions within clusters by "importance to the field" and "personal interest"; respondents' positions, institutions, and general/special education orientation; number of respondents by federal region and general/special education orientation; detailed information about rankings; and regional differences by clusters. The rural education research questionnaire is appended. Numerous tables and the survey instrument are included. (BRR)

ED 256 543 RC 015 254

Hutinger, Patricia, Ed.; Smith-Dickson, Bonnie, Ed.
Making It Work in Rural Communities. Proceedings of the Annual HCEEP Rural Workshop (2nd, Oklahoma City, Oklahoma, June 10-12, 1981).
Western Illinois Univ., Macomb. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Mar 82
NOTE- 91p.; For related documents, see ED 211 302 and RC 015 255. The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing education programs for young handicapped children in rural communities.
GRANT- G00810087
AVAILABLE FROM- Rural Network, College of Education, Room 27, Horrabin Hall, Western Illinois University, Macomb, IL 61455 ($5.00)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Problems; Agency Cooperation; Community Information Services; Delivery Systems; *Educational Change; Educational Policy; Financial Support; Inservice Education; *Lobbying; Parent Participation; Politics of Education; Program Descriptions; *Program Improvement; Public Policy; Questionnaires; Recruitment; Referral; *Rural Areas; Rural Population; Social Networks; Summative Evaluation; Transitional Programs; Transportation; *Young Children
IDENTIFIERS- *Early Intervention; Handicapped Childrens Early Education Program; *Networking

Texts of two keynote addresses, synopses of workshop proceedings, and a detailed conference evaluation comprise this report of a conference planned to foster information exchange and collaboration--networking--among rural early intervention professionals. The address by Barbara Zang discusses specific skills and techniques for influencing state and federal policy and emphasizes the need for service providers to understand and be involved in the legislative process. The address by Everett D. Edington considers the process of change in rural schools and communities and cites characteristics of rural schools which affect willingness to change, e.g., their multiple functions, their limited and precarious economic base, and rural fears of federal colonialism. Synopses of 13 workshop topics, amounting to nearly half the report, cover transition from early childhood handicapped programs to public schools, interagency coordination, lobbying, service delivery strategies, inservice training, fund raising, staff recruitment and retention, parent involvement, transportation, and the development of rural networks for early intervention programs. The conference evaluation report includes ratings of each event for quality and usefulness and sample responses to 10 open-ended questions concerning strengths and weaknesses of the conference. Appendices contain a directory of participants and the 5-page conference evaluation questionnaire. (JHZ)

ED 256 556 RC 015 272

The Danger of Poison. Level 2 = El Veneno es Peligroso. Nivel 2.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 229p.; For related documents, see RC 015 270-274. A publication of Project TEACH (Teaching Environmental Awareness to the Children of Harvest = Ensenando calidad amtiental a los ninos migrantes).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Instructional Materials; Content Area Reading; Curriculum Guides; Elementary School Mathematics; Elementary School Science; Environmental Influences; Hazardous Materials; Health Activities; *Health Education; Language Arts; Lesson Plans; *Migrant Children; Migrant Education; Parent Materials; *Pesticides; *Poisoning; Primary Education; Reading Skills; *Safety Education; Science Activities; Teaching Guides; *Units of Study
IDENTIFIERS- Teaching Environment Awareness to Child of Harvest

Developed especially for migrant children, this field-tested curriculum teaches the benefits and hazards of pesticides to primary students. Materials are prepared in Spanish and English versions and can be used as a separate science/health unit on pesticides or integrated into the regular math and reading curriculum. Topics include benefits of pesticides, packaging and warning labels, application methods for fields and homes, specific hazards such as pesticide storage areas and contaminated irrigation water, and steps to take in case of pesticide contamination. The Level 2 Unit gives background information for teachers, a detailed course for instructing children, 15 visuals, 4 true-false tests, and an illustrated pamphlet for parents. The unit is organized under 16 pesticide concepts with teaching materials, activities, and reading and math skills outlined for each concept. Activities include discussing stories related to pesticide concepts and completing the skills activity sheets included in the guide. The 42 reading and 26 math skills covered in the unit are taken from and cross-referenced to the National Migrant Education Program of Reading and Math Skills. Reading skills range from comparing/contrasting letters and pictures to identifying antonyms and synonyms. Math skills cover numeral identification, addition/subtraction, clocks, and coins. (JHZ)

ED 256 779 TM 850 175

Bhola, H. S.
Building a Built-in Evaluation System: A Case in Point.
PUB DATE- Oct 84
NOTE- 32p.; Paper presented at the joint meeting of the Evaluation Research Society and Evaluation Network (San Francisco, CA, October 11-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Adult Basic Education; Adult Literacy; *Developing Nations; *Evaluation Methods; Evaluators; Formative Evaluation; Models; National Programs; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); Training Methods; Workshops
IDENTIFIERS- *Botswana

This paper describes a system of built-in, or internal, evaluation used within the Botswana National Literacy Program (NLP). Launched in 1981 and targeted toward illiterate adults and youth aged 10 years and older, the program aims at eradicating illiteracy in Botswana by 1986. The built-in evaluation was implemented in 1983, using program officials trained in a series of workshops as "barefoot evaluators." The practical realities of a Third World country with minimal infrastructure and scarcity of skilled manpower made classical methodological control impossible. The evaluation was therefore conceptualized as an experience creating a new culture of action within the NLP rather than as a technical experiment. Instruments served as frames for meanings rather than as yardsticks for measurement. Evaluation results have been gratifying: NLP program participation increased by 60 percent. Most collected data were usable and provided a coherent and credible program picture. Results could be utilized before formal report release. The experience of constructing this built-in evaluation system reinforces the view that such humanized methods are much more useful in Third World countries than external evaluations in the sophisticated research mode. (Author/BS)

ED 256 794 TM 850 270

Checkon, Stephen; And Others
A Study of the Provision of MCPS Legal Services.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jan 84
NOTE- 77p.; This paper received the 1985 American Educational Research Association Division H Award for Best Report on a Management Study.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; *Educational Administration; Elementary Secondary Education; Evaluation Methods; *Legal Aid; *Legal Costs; Questionnaires; *School Districts
IDENTIFIERS- *Montgomery County Public Schools MD

This study of the legal services provided for the Montgomery County Public Schools (MCPS), Maryland has two purposes: (1) to determine the cost-effectiveness and quality of current arrangements; and (2) to present alternative arrangements with estimates of their costs, effectiveness, and acceptability. MCPS budgets significant funds for legal services (more than $377,000 in fiscal year 1983). This study presents 11 alternative legal services arrangements. The two most viable, which include a mix of service providers, are further defined into five configurations with cost estimates for each. Based on a comparative analysis, the following recommendations are made to the Board of Education: (1) an in-house legal services office with two attorneys, a paralegal assistant, and a legal-secretary; (2) continued use of external private legal firms for about 50 percent of the casework; (3) expanded management of the legal services activities by the MCPS Staff attorneys; and (4) continued use of the County Attorney's Office in connection with the risk management/self-insurance program. (BS)

ED 256 809 TM 850 304

Evaluation of the 1982-83 ECIA, Chapter II Computer Education Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Dec 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Science Education; Computer Software; Consortia; *Educational Finance; Elementary Secondary Education; *Equipment Maintenance; Federal Aid; *Microcomputers; Program Evaluation; Program Proposals; *Resource Allocation
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The Dade County Public Schools (Florida) Department of Basic Skills (DBS) computer education program was evaluated. Education Consolidation Improvement Act (ECIA) Chapter II funds were sought for maintenance of existing school computers; establishment of software consortium; and the acquisition of additional microcomputer equipment. The project was evaluated by observation of materials purchased and distribution patterns, using information obtained from DBS, the Purchasing Department, and the Office of Budget. Supplemental data were obtained from a telephone survey of schools participating in the computer education program. The evaluation determined that the allocation of project funds differed from the original proposal. However, all objectives were met. Recommendations resulting from the evaluation were made. These included refunding of the ECIA Chapter II Computer Education Project for another year; and consideration of the possibility of emphasizing completion and operation of the software consortium in proposals for continuation of this project. The Telephone Interview Schedule is appended. (DWH)

ED 256 823 UD 023 992

Stevenson, Harold W.

Making the Grade: School Achievement in Japan, Taiwan, and the United States.

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 83
NOTE- 12p.; Based on a talk delivered to the Center's Board of Trustees (April 29, 1983). In: the 1983 Annual Report of the Center for Advanced Study in the Behavioral Sciences, p41-51.
GRANT- MH-30567
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; *Cultural Differences; Educational Quality; Elementary Education; *Elementary School Students; Foreign Countries; Mathematics Instruction; *Parent Student Relationship; Performance Factors; Reading Instruction; Teacher Effectiveness; Teacher Qualifications; *Time Factors (Learning)
IDENTIFIERS- *Japan; *Taiwan; United States

Recent calls for educational reform have focused on secondary schools, but results emerging from a cross-national study suggest that the reasons for American students' achievement problems lie not only in American schools but also in American homes. In the study, American, Taiwanese, and Japanese first and fifth graders were tested in reading and math, parents were interviewed, and classrooms were observed. Results showed that the American students were behind their Asian counterparts in both reading and math. The data indicate that the results cannot be explained by differences in cognitive ability, parents' educational status, or teacher training or experience. Major differences did appear, however, in the amount of time spent in school and in the proportion of school time spent on instruction (less for Americans in both cases). Other differences included the following: (1) outside school, American children spent more time playing, performing household chores, and sleeping; (2) American mothers were the most positive about their children's performance and the most likely to value ability over effort; and (3) American mothers believed communication and taking an interest in their children to be the most important factors in helping them do well in school; a much greater number of Japanese mothers favored helping the child with homework, reading, and other school subjects. (CMG)

ED 256 583 SE 045 515

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2003-22; ISBN-0-88315-528-1

PUB DATE- 83

NOTE- 93p.; For part 2 of workbook see SE 045 516. For teacher's manual see SE 045 517-518. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 3; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Primary Education; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 3 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Sixty-nine performance objectives are included in this part of the grade 3 workbook, designed to develop computational skills, numeration ideas, fraction concepts, geometric knowledge, and other topics. (MNS)

ED 256 653 SO 016 350

Gerber, Alex, Jr.
Holistic Perspectives on Education: A Proposed Course for Educators.
PUB DATE- 9 Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 4-9, 1985). For related document, see SO 016 349.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Educational Change; Educational Needs; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Holistic Approach; Interdisciplinary Approach; *Teacher Education; Teaching Methods

This paper proposes a seminar designed to provide educators with a conceptual basis for holistic education. The implementation of holistic methods depends on the ability of classroom teachers to make use of the literature on the topic. This course begins by studying the works of physicists who have taken a holistic approach to science and whose ideas are applicable to education. It also identifies and examines holistic perspectives from thinkers in other disciplines and considers the assumptions on which they are based. It is interdisciplinary and philosophical, but also designed for practical application. Although some educators might consider this course utopian or naive, and therefore never able to be systematically taught on a large scale, they must begin to think and to act comprehensively regarding educational planning. (IS)

ED 256 517 PS 015 141

Diana, Mark S.
The Relationship between Observations of Affiliative Behavior Patterns for Parents and Toddlers and Parental Reports of Caregiving, Play and Support-Control Behaviors.
PUB DATE- Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the Midwest Association for the Education of Young Children (Des Moines, IA, April 17-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Fathers; *Mothers; *Parent Child Relationship; *Play; *Toddlers
IDENTIFIERS- *Affiliative Behavior

The purpose of this study was to extend understanding of affiliative interaction between parents and toddlers and to correlate affiliative behaviors with frequency and type of mothers' and fathers' caregiving activities, play experiences, and support-control interactions. The research was conducted with 10 families who each had one toddler between 15 and 23 months of age. Data were gathered using in-home observations and parental self-report questionnaires. Findings indicated that minimal differences exist between the behavioral styles, type of interactions, and activity patterns used by mothers as compared with those used by fathers. Findings are consistent with those of other researchers who have studied affiliative behavior in laboratory and structured in-home observation sessions. The only difference between mothers' and fathers' affiliative interaction with toddlers was found in the category of grooming behaviors. mothers were observed taking part in more grooming behaviors than fathers. This difference is seen as a minor one since the total number of grooming behaviors displayed by each parent was low. For mothers, higher frequencies of physical support behaviors were correlated with higher frequencies of affiliative interaction, whereas positive control interactions by fathers were highly correlated with frequency of affiliative interaction. Data also suggested that, especially among fathers, higher reported frequencies of support and positive control behaviors are correlated with higher frequencies of play activities. The appendices contain an observational chart and a parental questionnaire; these are followed by a six-page list of references. (Author/RH)

ED 256 714 SP 025 805

Greenlee, Karen M.
An Annotated Bibliography of Identifying and Meeting the Needs of the Student with Chronic Health Problems.
PUB DATE- Nov 83
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diseases; *Drug Therapy; Elementary Secondary Education; *Medical Services; Peer Relationship; *Student Needs; *Teacher Student Relationship

A 56-citation review is presented of literature on chronic illness or chronic health problems in school-aged children, as well as policies connected with the medication a child may be taking for management of a physical condition. The initial section discusses the prevalence of chronic health problems, the psychological manifestations, the relationship of mainstreaming as it pertains to chronic health problems, and the relationship of health problems with school performance. A review is given of the ramifications of medication administration for school personnel. A general overview is presented of several chronic health problems, with special emphasis on what a teacher should know about the disease, its treatment, and how the child should adjust to the classroom. Problems discussed are: hemophilia, cancer, cardiovascular problems, vision problems, hearing problems, epilepsy, diabetes, allergy, asthma, weight problems, and nutritional problems. (JD)

ED 256 731 SP 025 984

Wall, James E.
Program of Research and Evaluation for Public Schools: Rationale and Implementation of an Agency for Change through Data-Based Cooperation and Service.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College School Cooperation; *Consortia; Educational Change; Educational Research; Elementary Secondary Education; *Program Evaluation; *Public Schools; *Research Utilization; Schools of Education

A description is given of interactions between institutions of higher education and the public schools that exist in a consortium known as PREPS (Program of Research and Evaluation for Public Schools). The major purpose of PREPS is to provide research and evaluation services to its member schools, with heavy emphasis upon evaluation research and the use and application of evaluation results. With the help of the PREPS staff, local school personnel identify and describe curricular programs, projects, and problems that need researching or evaluating. This paper offers a profile of current activities in PREPS, how it began, the antecedents that led to its inception, and problems it has encountered. A discussion is presented on the relationship between the College of Education at Mississippi State University and the 31 public school districts it serves. The discussion highlights the benefits derived by all participants in the consortium. The criteria for judging a successful, mutually beneficial consortium are summarized. (JD)

ED 256 748 SP 026 069

Instructional Materials Sunset Review Report. A Report to the California Legislature, as Required by Senate Bill 1155, Chapter 1270, Statutes of 1983.

California State Dept. of Education, Sacramento.

PUB DATE- 84

NOTE- 109p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Instructional Materials; State Standards; *Textbook Content; Textbook Evaluation; *Textbook Selection; *Textbook Standards

IDENTIFIERS- *California

The California State Board of Education is responsible for adopting textbooks and instructional materials for use in kindergarten through grade eight. The purposes of the instructional materials program are to: (1) establish clear standards for the educational and social content of texbooks and instructional materials; (2) evaluate instructional materials for adoption using established standards; (3) provide for the centralized administration of the adoption process; (4) allow for flexibility in the selection of texbooks and instructional materials at the local level; (5) provide objective information that school districts can use in making their selections of instructional materials; and (6) ensure that adequate funds for purchasing instructional materials are available. This report is organized into five parts: (1) a description of the adoption program; (2) a history of the program and previous legislative action; (3) relevant statistical data, including enrollment and fiscal data; (4) identification of unmet needs and estimated cost of meeting those needs; and (5) recommendations of ways to improve the program. (JD)

ED 256 764 SP 026 129

Beating the Odds. An Educational Program Relating Safety Belt Use to Health Lifestyles for High School Students.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.; Department of Transportation, Washington, D.C. National Highway Safety Bureau.

PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; *Driver Education; High Schools; High School Students; *Safety Education; Safety Equipment; *Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Seat Belts

This program module is designed to encourage the use of safety measures in driving, emphasizing the use of seat belts. The learning activities focus upon: (1) the importance of the use of safety belts as the most effective preventive measure in a safe and healthy lifestyle; (2) the reasons people cite for not wearing safety belts and the accuracy of these reasons; (3) ways in which belts help in a crash, the importance of the lap and shoulder belt combination, and how belts help in different crash situations; (4) differences between safety restraining devices; (5) how the locking mechanism of a safety belt works; and (6) the responsibilities of drivers for passengers. Question sheets accompany each unit. Included in the packet is a technical manual on the use and effectiveness of safety belts. (JD)

ED 256 432 JC 850 209

Farland, Ronnald W.
Proposals for Strengthening the Associate Degree: Staff Analysis of a Report from the Task Force on Academic Quality.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 85
NOTE- 11p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 30-31, 1985). For a related document, see ED 252 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Associate Degrees; *Community Colleges; Credit Courses; *Degree Requirements; Educational Change; Educational Legislation; *Educational Quality; Program Improvement; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This staff analysis by the Office of the Chancellor of the California Community Colleges discusses and offers recommendations concerning the report, "Proposals for Strengthening the Associate Degree in the California Community Colleges," by the Task Force on Academic Quality. The paper begins with brief staff comments on the associate degree report, concluding that: (1) the lack of clear and commonly held criteria for distinguishing offerings applicable to associate degrees from those designed to accommodate underprepared students has resulted in colleges adopting a variety of practices and standards; and (2) the varying practices and standards of the colleges in determining which courses applied to the degree, together with broadly stated minimum legal requirements for the degree, have permitted variability of rigor and structure within degree titles and have subjected the degree to the same credibility problems arising nationwide. The next section discusses standards of rigor for degree applicable courses. After citing the Task Force proposal that "...the single most effective way to strengthen the associate degree would be to establish, in regulation, standards or criteria to assure that courses which are applied to the degree are taught with a level of academic rigor appropriate to the degree" and to identify "...in terms of curriculum structure which courses are and are not applicable to the degree," the staff analysis recommends the endorsement of modifications to Title 5 which would implement the Task Force recommendations. Next, recommendations are made with respect to redefining or restructuring associate degrees, including a recommendation for a study by the Chancellor of the need for such an effort, and encouragement of collaborative efforts between community colleges and four-year institutions, and of articulated occupational programs. (AYC)

ED 256 446 JC 850 227

Pritchard, Betty
A Survey of the Adult Learners in Macomb County.
Macomb Community Coll., Warren, MI. Center for Community Studies.
PUB DATE- Jan 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; *Enrollment Influences; Institutional Evaluation; Needs Assessment; Questionnaires; Two Year Colleges

A study was conducted to assess the educational needs of adult learners in Macomb County. The study involved telephone interviews with 500 randomly selected Macomb County residents aged 25 or older in the fall of 1984. Study findings revealed: (1) 32% of the residents had taken courses at Macomb Community College (MCC), 11% were currently taking classes at the college, and 48% of those currently enrolled in college were attending MCC; (2) of those respondents who had not taken classes at MCC, 23% planned to take classes in the future, with general education, business management, and computer classes being the areas of greatest interest; (3) 62% of those who had never attended MCC had not taken a class for 10 years of more; (4) 58% of those who had not attended MCC cited obstacles to their attending college including financial (14%), time/work (12%), and age/health (10%); (5) 39% of the respondents with dependent children said a convenient drop-in child care center would increase their ability to attend classes; (6) 43% of those who had not attended MCC were interested in taking classes to obtain associate of arts degree credit; and (7) of the former MCC students surveyed, 63% were very satisfied and 30% were somewhat satisfied with their experience at MCC and 48% indicated that they had completed their educational goals at MCC. The survey instrument and respondent comments are appended. (HB)

ED 256 460 JC 850 243

Albers, Donald J., Ed.; And Others
New Directions in Two-Year College Mathematics. Proceedings of the Sloan Foundation Conference on Two-Year College Mathematics (Atherton, California, July 11-14, 1984).
Alfred P. Sloan Foundation, New York, N.Y.
REPORT NO.- ISBN-0-387-96145-3
PUB DATE- 85
NOTE- 511p.
AVAILABLE FROM- Spring-Verlag, 175 Fifth Avenue, New York, NY 10010 ($24.00)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Mathematics; *Community Colleges; Course Content; *Curriculum Development; *Educational Trends; *Mathematics Curriculum; Two Year Colleges

Conference papers on the state of mathematics in the two-year college are presented. The papers are grouped according to main topic areas and each group of papers is followed by a summary of conference discussions. The topics addressed are: a case for curriculum change, technical mathematics, the influence of new technologies on mathematics instruction, faculty renewal, and collaboration with secondary schools and four-year colleges. The papers presented are: (1) "Mathematics in Today's Community College," by Arthur M. Cohen; (2) "Let's Keep the 'College' in Our Community Colleges: Mathematics for College Transfer," by Larry A. Curnutt; (3) "A New Start for Mathematics Curriculum," by Alan Tucker; (4) "Mathematics as a Course of Problem Solving--Then and Now," by Wade Ellis, Jr.; (5) "Technical Mathematics: A Dilemma," by Keith Shuert; (6) "Occupational Education and Mathematics: Ownership Makes the Difference," by William Warren and James R. Mahoney; (7) "Technical Mathematics in Two-Year College Programs," by Allyn Washington; (8) "Reflections on Basic Mathematics Programs in the Two-Year College," by Geoffrey R. Akst; (9) "Liberal Arts Mathematics: Cornerstone or Dinosaur," by Karl Smith; (10) "Statistics in the Two-Year College Curriculum," by Ann Watkins; (11) "It's Going to Happen Anyway...," by Ben Fusaro; (12) "Discrete Topics in the Undergraduate Curriculum: How Big a Step Should We Take?" by Sheldon Gordon; (13) "Calculators Do More Than Compute," by Joan R. Leitzel; (14) "The Lessons of Williamstown," by Stephen B. Maurer; (15) "Style Versus Content: Forces Shaping the Evolution of Textbooks," by Peter Renz; (16) "Research in the Learning of Mathematics: Some Genuinely New Directions," by James Kaput; (17) "Knowledge Transmission and Acquisition: Cognitive and Affective Considerations," by Warren Page; (18) "Relevancy and Revitalization: Retaining Quality and Vitality in Two-Year College Mathematics Faculty," by Ronald M. Davis; (19) "The Academic Training of Two-Year College Mathematics Faculty," by Calvin T. Long; (20) "Current Continuing Education Needs of Two-Year College Faculty Must Be Met!" by Karen Tobey Sharp; (21) "Coordinating Curriculum in Two-Year Colleges with Baccalaureate Institutions," by Bettye Anne Case and Jerome A. Goldstein; (22) "Some Reflections on the Interaction of Mathematics Programs at Two- and Four-Year Colleges," by Stephen Rodi; and (23) "Mathematics Programs in High Schools and Two-Year Colleges," by Ross Taylor. Major recommendations are included. (AYC)

ED 256 474 PS 015 070

Rothenberg, Dianne
Full-Day or Half-Day Kindergarten? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 5p.; Document printed on colored paper.
CONTRACT- 400-83-0021
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Family Characteristics; *Kindergarten; *Social Change
IDENTIFIERS- ERIC Digests; *Full Day Programs; *Half Day Programs

This ERIC Digest examines how changing family patterns have affected the full-day/half-day kindergarten issue, discussing why schools are currently considering alternative scheduling and describing the advantages and disadvantages of each type of program. The following changing family patterns affecting the choice of full-day kindergarten programs are discussed briefly: (1) an increase in the number of working parents; (2) an increase in the number of children who have had preschool or day care experience; (3) an increase in the influence of television and family mobility on children; and (4) renewed interest in academic preparation for later school success. Some of the reasons affecting alternative scheduling for kindergarten are stated as state school funding formulas, busing and transportation costs, and availability of classroom space and teachers. It is concluded that while both full-day and half-day programs have advantages and disadvantages, the length of the school day is only one dimension of the kindergarten experience. As long as the curriculum is developmentally appropriate and intellectually stimulating, either type of scheduling can provide an adequate introduction to school. (RH)

ED 256 489 PS 015 094

Betz, Cecily Lynn; Poster, Elizabeth C.
Pediatric Nurses' Knowledge of Psychosocial Development.
PUB DATE- 28 May 84
NOTE- 8p.; Paper presented at the Annual Conference of the Association for the Care of Children's Health (19th, Houston, TX, May 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Hospitalized Children; *Knowledge Level; *Nurses; *Pediatrics; Questionnaires; Social Development
IDENTIFIERS- Pediatric Nurses; *Psychosocial Development

The purpose of this study was to assess pediatric nurses' knowledge of children's psychosocial development as affected by the child's illness and hospitalization and as related to provision of nursing care. A 25-item questionnaire was designed to measure pediatric nurses' knowledge of child development on the conceptual dimensions of knowledge of play development, concept of time, awareness of surgical preparation, and psychosocial and psychosexual development across the four stages of childhood (infancy, toddlerhood, preschool, and school-age). Validity of the instrument was assessed by submitting it to a panel of pediatric nursing experts. A total of 70 subjects at four hospital facilities in the Los Angeles area participated in the study. None of the attribute variables (age, level of education, or type of hospital unit) was significantly related to level of knowledge as revealed in percentage of correct/incorrect responses. Results indicated that a knowledge gap exists in content areas related to the psychosocial development of children. (A selected sample of items from the psychosocial questionnaire is included.) (RH)

ED 256 503 PS 015 117

Roosa, Mark W.

Adolescent Mothers and School-Based Intervention Programs: Unmet Needs.

PUB DATE- Apr 85

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Early Parenthood; Elementary Secondary Education; *Mothers; *Parenthood Education; *Pregnant Students; Program Effectiveness; Program Improvement; School Role; Social Support Groups; Student Characteristics; *Student Needs

IDENTIFIERS- *Teen Age Parenting Programs

Two studies suggest that Teen-Age Parenting Programs (TAPP's) appear to have a small immediate impact on adolescent mothers' knowledge but may have a little longer term impact on parent attitudes or on children's development. While TAPP's help some students complete their education, great differences may exist between adolescent mothers who enroll in and remain in a TAPP and those who do not. A recent survey in Phoenix, Arizona found that the local TAPP was serving only 230 of 1,275 school-age mothers within the school district. Another survey suggests that many adolescent mothers are 1 or more years behind their peers in school at the time of their pregnancies and have below average grades and poor attendence records. Of adolescent mothers who leave school, those who most deserve attention may drop out before pregnancy; may have every intention of completing high school and may aspire to further education but drop out of school within the first several months after delivery; and have high educational aspirations and relatively strong social and institutional support systems. Unfortunately, many school-based intervention programs serve a fourth group least in need of intervention, those adolescent mothers having a relatively advantaged situation. The possibility that school failure or dropping out of school may precede pregnancy for a significant portion of adolescents should be examined. (RH)

ED 256 570 SE 045 500

Prather, J. Preston

Philosophical Examination of the Problem of the Unlearning of Incorrect Science Concepts.

PUB DATE- Apr 85
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Concept Teaching; Elementary Secondary Education; Higher Education; Learning Strategies; *Philosophy; Research Methodology; *Science Education; *Science History; *Science Instruction; *Scientific Concepts
IDENTIFIERS- *Misconceptions; Science Education Research

Speculative philosophical methodology was used to generate ideas about ways science teachers might help students recognize and unlearn erroneous notions about science and replace them with sound new science concepts without lessening students' intellectual self-confidence or alienating their receptivity to further science learning. The research was conducted in four phases: (1) literature review on common misconceptions in science (finding misconceptions related to virtually every science-related field from kindergarten through college); (2) reflective analysis on the nature of the misconceptions identified in the literature; (3) speculative assessment of major studies for insight and ideas regarding alternative ways to approach the problem; and (4) speculative justification of conclusions and suggestions for further research. Based on such findings as the persistence of misconceptions after formal science instruction, a rationale is offered for the systematic inclusion of the history of science in science teaching, specifically the history of the development of those major concepts about which common misconceptions exist today. Such instruction could help students recognize and appreciate the inadequacies of their own incorrect ideas. (A brief explication of the nature and applications of philosophical enquiry is appended.) (JN)

ED 256 598 SE 045 530

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 6.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6006-31; ISBN-0-88315-523-0
PUB DATE- 83
NOTE- 303p.; For part 1 of teacher's manual see SE 045 529. For student workbook see SE 045 527-528. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decimal Fractions; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 6; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 6 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 58 modules on 92 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions, geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 612 SE 045 546

Science Unlimited: Pennsylvania's Resource Guide for Elementary Science.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.

PUB DATE- Jun 84
NOTE- 54p.; For related documents, see SE 045 547-548 and SE 045 550.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; *Educational Objectives; Elementary Education; *Elementary School Science; *Evaluation Methods; Females; Interdisciplinary Approach; *Program Descriptions; Program Evaluation; Reading; Science Education; *Science Instruction; Science Materials; Teaching Methods
IDENTIFIERS- *Pennsylvania; Piagetian Theory

This document provides information about Science Unlimited (SU), the elementary school science effort of the Pennsylvania Department of Education. (The philosophy and characteristics of SU continue the earlier Pennsylvania science program effort entitled Investigative Science in Elementary Education.) The document includes: (1) a list of SU activities (indicating that 30 weeks of televised science instruction are available for primary and intermediate grades); (2) a list of 12 SU aims, accompanied by a description of the assumption that produced the choice of that aim for the instructional program; (3) a discussion of reading and relationship of textbooks to SU; (4) examples of how science relates to reading, language arts, mathematics, social studies, self-concept, creativity, career awareness, and women in science; (5) characteristics of highly desirable and less desirable science programs; (6) examples of science taught using living things, with learning centers, and outside the classroom; (7) examples of evaluation methods in science; (8) sources of science materials; (9) safety considerations; and (10) a summary (in chart format) of selected information about children and their thinking derived from the contributions of Jean Piaget and his co-workers. (JN)

ED 256 626 SE 045 560

Costello, Sandra Judith
The Relationships Among Logical and Spatial Skills and Understanding Genetics Concepts and Problems.
PUB DATE- May 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *College Science; *Comprehension; *Genetics; Higher Education; *Logical Thinking; Science Education; Scientific Concepts; *Spatial Ability
IDENTIFIERS- Science Education Research

The purpose of this study was to determine whether relationships occur among spatial skills, logical reasoning, and various genetic concepts. Twenty-one students enrolled in an undergraduate genetics course in a northern New Jersey institution completed a series of tests and tasks designed to measure flexibility of closure, visualization, proportional schemata, induction, propositional logic, and understanding of genetics concepts. Results showed that certain genetics topics are strongly associated with visualization skills, proportional schemata, induction, and disjunctive reasoning. It may be inferred that mitosis, meiosis, the trihybrid test cross, and four other concepts have something in common with each other that is not measured by the tests and tasks for visualization, logical thinking, flexibility of closure, and scheme of proportionality. Interestingly, the Hidden Patterns Test and items concerning map units have something in common and load heavily in a factor. Data from this study should be interpreted with caution, as the sample size was small and the variables were both continuous and dichotomous in nature. This information may provide criteria useful to teachers selecting or writing programs for their genetics courses or for biology teachers preparing genetics units. (Author/JN)

ED 256 640 SO 016 329

The Drop-Out Problem in Primary Education: Towards Universalization of Primary Education in Asia and the Pacific--Some Case Studies: China, India, Peninsular Malaysia, Socialist Republic of Viet Nam, Sri Lanka, and Thailand.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84

NOTE- 258p.; Some charts contain small print.

AVAILABLE FROM- UNIPUB, 205 East Forty-Second St., New York, NY 10017 ($20.75).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Books (010)

DESCRIPTORS- Case Studies; Comparative Education; *Developing Nations; Dropout Characteristics; Dropout Prevention; *Dropouts; Educational Development; Educational Needs; Educational Opportunities; Elementary Education; Equal Education; Foreign Countries

The ways in which six developing countries in Asia are dealing with the problem of children dropping out of elementary school are discussed in these essays. One of the persistent problems that [illegible] deterred universalization of primary education is the early dropping out of children from schools. Case studies describing [illegible] magnitude and causes of dropout and actions being undertaken to prevent dropout are provided for the countries of China, India, Peninsular Malaysia, the Socialist Republic of Viet Nam, Sri Lanka, and Thailand. There is much variation concerning the dropout problem both between and within Asian countries. In general it can be said, however, that countries with high dropout rates also have high repetition rates, inadequate school provision, low female enrollment, and disparities of dropout between urban and rural children. Because high repetition and high dropout rates usually occur in the early school grades, careful attention must be paid to grade 1 and preschool education. Community and nonformal educational resources must be used and incentives must be provided, especially to females. (RM)

ED 256 654 SO 016 351

McConnell, Stephen C.; And Others

Psychologists' Attitudes and Behaviors Regarding Nuclear Arms.

PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Attitude Measures; Attitudes; Behavior; Disarmament; *Nuclear Warfare; Peace; *Psychologists; Social Science Research; Surveys
IDENTIFIERS- *American Psychological Association

This survey examined the attitudes and behaviors of the 297 members of the American Psychological Association (APA) who responded to a mail survey of 1,000 members concerning a 1982 APA resolution calling for a nuclear freeze, a return to a productive civilian economy, and other issues related to nuclear arms. The attitudes and behaviors of the membership were found to be in agreement with the resolution. The majority were active in reading relevant literature, signing petitions, and engaging in informal discussions with others. Psychologists with a humanistic/existential orientation were most likely to have attitudes supportive of nuclear freeze and disarmament. Psychologists with children and older psychologists were likely to support peace organizations. Not wanting to survive a nuclear war was related to antinuclear activities. No differences in attitudes and behaviors were found for the following variables: professional identification, gender, and personal experience of war. (Author/IS).

ED 256 685 SO 016 429

Filvaroff, Joan, Comp.; And Others

Governing Texas--An Opportunity to Participate. An Introduction to Texas State Government Featuring Lessons Using Special Articles by Key Government Officials with Selected Newspaper Activities. Reprint.

Austin American-Statesman, Austin, TX Newspapers in Education.; Austin Independent School District, Tex.

PUB DATE- Jan 83

NOTE- 227p.; Maps containing small print will not reproduce.

AVAILABLE FROM- Educational Services Director, Austin American-Statesman, P.O. Box 670, Austin, TX 78767 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizen Participation; Citizenship Education; Constitutional Law; Court Litigation; Criminal Law; Delinquency; Due Process; *Governmental Structure; Instructional Materials; Justice; Juvenile Courts; Laws; Learning Activities; *Legal Education; Lesson Plans; Politics; Propaganda; Secondary Education; Simulation; Social Studies; *State Courts

IDENTIFIERS- *Law Related Education; *Newspaper in Education Program; Special Interest Groups; Texas

Designed for use in secondary school social studies classes, this guide provides activities for helping students understand some of the fundamental principles of government as well as its structure, politics, and effects on the individual. Information, articles, and cartoons from the Austin-American Statesman form the basis of the readings, along with background information from several texts and articles by public leaders, officials, and reporters. Forty-five lessons focus on levels of government, government and the citizen, reporting and interpreting government, the Texas legislature, special interest groups and lobbying, the executive branch, and the Texas judiciary. Some of the teaching strategies recommended include: brainstorming, gaming, mock trial and legislature sessions, simulations, pictorial analysis, distinguishing fact and opinion, cartoon interpretation, role playing, discussion, and writing activities. Emphasis is also placed on higher level skills such as application, analysis, and evaluation. For each lesson, objectives, materials needed, a step-by-step lesson plan, and reproducible student handouts are provided. Appendices include teacher and student evaluation forms and maps showing congressional districts within Texas. Although the guide focuses on government in Texas, it can be used as a model for developing similar guides in other states. (LH)

ED 256 699 SO 016 450

Greenberg, Marvin

Teachers' Guide and Program Notes for Youth Symphony Concerts Grades 4-6. Honolulu Symphony, 1983-84 Season.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-83-5090
PUB DATE- Sep 83
NOTE- 50p.; For teacher's guide for grades K-3, see SO 016 449. Support and assistance provided by the Honolulu Symphony Society, the National Endowment for the Arts, the Hawaii Foundation on the Culture and the Arts, and the Women's Association for the Hawaii Symphony.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concerts; Instructional Materials; Intermediate Grades; Listening Skills; Music Activities; Musical Instruments; Music Appreciation; *Music Education; Music Techniques; *Orchestras; Resource Materials; Teaching Methods
IDENTIFIERS- Etiquette

These resources and activities are intended to introduce intermediate grade students to and help them enjoy and appreciate the children's concerts sponsored by the Honolulu Symphony. The guide is for the program, "A Musical Space Trip," for children in grades 4-5. The instruments used by the symphony are outlined, and pre- and post-teaching activities and print and nonprint resources that can be used to teach students about the instruments are suggested. The orchestra "warm up" and the roles of the concertmaster and conductor are described. Teaching suggestions are made concerning concert manners. General guidelines for teaching listening-to-music skills are presented. A map of the concert theatre and the concert program are provided. Musical elements are discussed, and methods for teaching about them are suggested. Background information on and learning activities concerning the concert music to be played are provided. The program includes music by Strauss, Holst, Grofe, McKay, Nelson, Wagner, Debussy, and Williams. (RM)

ED 256 780 TM 850 220

Flanery, Randall C.
Psychometric Issues: Is Validity Relevant to Structured Interviews?
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; Evaluation Criteria; *Interviews; Predictive Validity; *Psychological Evaluation; Psychometrics; Psychopathology; *Test Validity
IDENTIFIERS- Child Assessment Schedule; Diagnostic Interview for Children and Adolescents; Interview Schedule for Children

Increasing attention is being given to the psychometric adequacy of recently published structured child interviews. Three published child interviews, The Child Assessment Schedule (CAS), The Diagnostic Interview for Children and Adolescents (DICA), and The Interview Schedule for Children (ISC) were evaluated in terms of the available evidence of their validity. Four types of validity were examined: content validity; criterion-related validities; concurrent and predictive validity; and construct validity. A major obstacle to validity investigations has been the absence of a widely agreed upon criterion which is truly more valid than the interview itself. This issue has been dealt with by studying known groups, by comparing the degree of association between interview scores and other measures of psychopathology, and agreement between child and parent on interview. All three interviews were judged to show reasonable evidence of content validity, although there are more questions regarding the DICA. The most common validity investigation has been of concurrent validity. The few studies of the ISC and CAS have found adequate validity. Studies of the DICA are of poor quality and have produced disappointing results. The predictive or construct validities of these interviews are virtually uninvestigated. The preliminary studies are encouraging but are of insufficient quantity to definitively judge their validity. (Author)

ED 256 584 SE 045 516

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2003-22; ISBN-0-88315-547-8
PUB DATE- 83
NOTE- 138p.; For part 1 of workbook see SE 045 515. For teacher's manual see SE 045 517-518. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 3; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Primary Education; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 3 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 120 performance objectives are included in this part of the grade 3 workbook, designed to develop computational, measurement, and fraction concepts and skills, in addition to other topics. (MNS)

Nelson, Murry R.
Emma Willard--Pioneer in Social Studies Education.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Educational History; *Educational Philosophy; Elementary Secondary Education; Females; Geography Instruction; Higher Education; History Instruction; *Social Studies; *Womens Education
IDENTIFIERS- Nineteenth Century; *Willard (Emma Hart)

Emma Willard had an important impact on teaching social studies and on the education of women in general in the 19th century through her efforts in training teachers and through her writing. Willard's writing included both textbooks and books on educational philosophy. She began teaching at age 17 in a village school. After further education, she began to campaign for a female seminary to train teachers. In 1821, the first such school in the United States opened as the Troy Female Seminary. Her educational philosophy stressed the importance of adjusting the material covered to the age of the child and developing reasoning rather than rote memorization. Her textbooks on geography and history were widely used and reflected the prejudices of her day. She was a crucial figure in extending education to women; however, she did not consider herself a feminist. (IS)

ED 256 795 TM 850 272

Subject Area Test Results: Life Science and Algebra I.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Behavioral Objectives; Biological Sciences; *Course Objectives; *Criterion Referenced Tests; Educational Assessment; Item Banks; School Districts; Secondary Education; Teacher Attitudes; *Testing Programs; Test Interpretation; *Test Results
IDENTIFIERS- *Dade County Public Schools FL

In 1982 the Dade County Public Schools (Florida) began developing test item banks for secondary subject areas, because other testing programs have limited utility for assessing the quality of curriculum, instruction, or learning in specific content areas. In May 1984, the approximately 17,000 seventh graders enrolled in Life Science and the approximately 10,500 eighth to twelfth graders enrolled in Algebra I were tested using two forms of these objectives based multiple choice tests. This report summarizes the results in three ways: (1) districtwide results by total score and by major objective; (2) the pattern of school-by-school results; and (3) the extent to which schools' subject area results differ beyond that "expected" on the basis of the types and backgrounds of the students enrolled. The average percentage correct on the Life Science test was approximately 46. The average percentage correct on the Algebra I test was approximately 55. Recommendations based on these low results include a thorough program review in both curriculum areas. (BS)

ED 256 531 RC 015 226

Nguyen, Binh N.
Development of the Choctaw Health Delivery System.
Mississippi Band of Choctaw Indians, Philadelphia.
SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.
PUB DATE- May 84
NOTE- 91p.; Printed on colored paper.
CONTRACT- 285-81-0005
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Change; *American Indians; *Community Health Services; Hospital Personnel; Hospitals; *Medical Services; Organizational Change; *Organizational Development; Planning; Public Health; *Self Determination
IDENTIFIERS- Indian Health Service; *Mississippi Band of Choctaw (Tribe)

The Choctaw Tribe is the first and only tribe to develop a health delivery system to take over an existing Indian Health Service inpatient facility. The takeover was accomplished in January 1984 under the Indian Self-Determination Act through a contract with the Indian Health Service. The Choctaw Health Delivery System includes a 35-bed general medical facility, dental facilities, a community mental health center, a supplemental nutrition program, a hemodialysis treatment program, and satellite clinics in three outlying communities. The report provides an historical overview of the takeover process, including brief sections on the three planning stages. The developmental and operational phase section has 24 sub-sections covering such matters as the kinds of methods used to determine what programs would be offered, how the tribal personnel system was affected, and aspects of the 2-year Health Education/Risk Demonstration Project (including implementation of the School Health Curriculum in grades 5-6 at Bureau of Indian Affairs schools). A section on the future of the system examines the potential of a nursing home project and providing health services to non-Indians. The summary and recommendations section lists positive results of the completed take-over and shares experiences learned from the process. A bibliography, a list of abbreviations, and five exhibits close the report. (BRR)

ED 256 544 RC 015 255

Smith-Dickson, Bonnie, Ed.; Hutinger, Patricia, Ed.
Effective Collaboration Among Health Care and Education Professionals: A Necessary Condition for Successful Early Intervention in Rural Areas. Making It Work in Rural Communities. A Rural Network Monograph.
Western Illinois Univ., Macomb. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Nov 82
NOTE- 57p.; For related documents, see ED 205 340-341, and RC 015 254.
GRANT- G00810087
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Role; Attitudes; Community Health Services; Community Resources; *Cooperation; Delivery Systems; Financial Support; *Health Personnel; Hospitals; Models; Program Descriptions; *Program Improvement; *Rural Areas; Success; *Young Children
IDENTIFIERS- *Early Intervention; *Educator Role

Addressing the lack of cooperation between early intervention programs and the rural health community, this monograph presents eight papers by educators and health professionals who identify specific problems and offer solutions in the form of effective collaboration techniques and model programs. Papers by Susan Hastings and Stewart Gabel summarize physician attitudes toward early intervention and suggest ways to obtain physician involvement. Suggestions for improving physicians' cooperation include informing them of intervention program services and convincing them of program validity. Papers by Charlene Rydell and Ruth Jones, Stephanie Parks, Sharon Kiefer, and Mary Morse and Barbara Kruger describe four model early intervention programs which successfully collaborate with local medical professionals and/or community hospitals. Topics include initial planning, program design, coordination with existing services, linkage with hospitals, staff recruitment, funding sources and program effectiveness (increased physician referrals, lower age of new referrals). Papers by Esther Tesh and Sarah Strauss and Kenneth Axtell provide an overview of the administration, organization, and priorities of community hospitals and are intended to help non-medical professionals work within that structure. Information includes functions of 19 hospital staff positions and basic steps to follow when communicating with medical staff concerning a particular child admitted to the hospital. (JHZ)

ED 256 557 RC 015 273

The Danger of Poison. Level 3 = El Veneno es Peligroso. Nivel 3.

Pennsylvania State Dept. of Education, Harrisburg.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 85

NOTE- 207p.; For related documents, see RC 015 270-274. A publication of Project TEACH (Teaching Environmental Awareness to the Children of Harvest = Ensenando calidad ambiental a los ninos migrantes).

LANGUAGE- English; Spanish

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Bilingual Instructional Materials; Content Area Reading; Curriculum Guides; Elementary School Mathematics; Elementary School Science; Environmental Influences; Hazardous Materials; Health Activities; *Health Education; Intermediate Grades; Language Arts; Lesson Plans; *Migrant Children; Migrant Education; Parent Materials; *Pesticides; *Poisoning; *Safety Education; Science Activities; Teaching Guides; *Units of Study

IDENTIFIERS- Teaching Environment Awareness to Child of Harvest

Developed especially for migrant children, this field-tested curriculum teaches the benefits and hazards of pesticides to early intermediate grade children. Materials are prepared in Spanish and English versions and can be used as a separate science/health unit on pesticides or integrated into the regular math and reading curriculum. Topics include benefits of pesticides, packaging and warning labels, application methods for fields and homes, specific hazards such as pesticide storage areas and contaminated irrigation water, and steps to take in case of pesticide contamination. The Level 3 Unit gives background information for teachers, a detailed course for instructing children, 15 visuals, 4 true-false tests, and an illustrated pamphlet for parents. The unit is organized under 16 pesticide concepts with teaching materials, activities, and reading and math skills outlined for each concept. Activities include reading/writing/discussing stories related to safe pesticide use, and completing the skills activity sheets included in the guide. The 56 reading skills and 11 math skills covered in the unit are taken from and cross-referenced to the National Migrant Education Program of Reading and Math Skills. Reading skills range from vowel sounds to paragraph comprehension. Math skills include 3-digit addition and basic multiplication. (JHZ)

ED 256 715 SP 025 817

Dow, Ian I.; And Others
Curriculum Implementation: A Framework for Action.
Ontario Public School Teachers' Federation, Toronto.
PUB DATE- 84
NOTE- 70p.; For related document, see ED 220 455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Problems; Educational Resources; Foreign Countries; Information Networks; Interschool Communication; *Program Implementation; Resource Allocation; Role Perception; Time Management
IDENTIFIERS- Canada

This sequel to the study, "New Perspectives on Curriculum Implementation" (1981), was desgiend to ensure that curriculum planners have ready access to concrete planning strategies for effective curriculum implementation at the local level. In the first section, a review of the literature offers users' and organizations' perspectives on the complexity and problems of curriculum development. Survey procedures are briefly described, and data concerning teachers', principals', and consultant/coordinators' opinions about curriculum implementation problems are summarized. Recommendations, based on these problems, are presented. In the second section, an analysis is presented of the five major barriers--communication, role clarification, time, resource support, and information acquisition--to curriculum implementation that were identified in the orginal study. Suggestions for overcoming these barriers are described. The final section offers a case study applying the principles outlined in the previous sections. (JD)

ED 256 765 SP 026 145

Hummel, Thomas J.; And Others

The Relationship between Teaching Experience and Satisfaction with Teacher Preparation: A Summary of Three Surveys.

PUB DATE- Apr 85

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Higher Education; *Program Attitudes; Program Evaluation; *Teacher Attitudes; *Teacher Education Programs; *Teaching Experience; Vocational Followup

Surveys conducted over three consecutive years sought to determine if beginning teachers graduating at the same time but with varying amounts of subsequent teaching experience perceived the quality of their training program differently. Questionnaires elicited 954 responses. Questions focused on five skill categories: planning, instructing, classroom management, evaluating, and diagnosing. Findings indicated: (1) graduates without teaching experience viewed their preparation more positively than their teacher counterparts; (2) nonteachers believed they were better prepared in all five skill categories than did teachers; (3) teachers saw themselves as less well-prepared to deal with handicapping conditions than those without teaching experience; (4) graduates without teaching experience felt less positive about how their preparation contributed to a positive attitude toward teaching; (5) the second year group was less positive about their preparation than those who taught only during the first year; and (6) there was an upswing and stabilization in teacher attitude following a sharp downward swing in the early months of teaching. The survey instrument is appended. (JD)

ED 256 810 TM 850 305

Morris, Donald R.
Evaluation of the 1983-84 ECIA, Chapter II Articulation for Career Education Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Nov 84
NOTE- 18p.; For related document, see ED 129 896.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; *Career Education; Educational Finance; Elementary Secondary Education; Evaluation Criteria; Federal Aid; *Program Evaluation; Program Implementation; *School Based Management
IDENTIFIERS- *Articulation for Career Education; *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

Articulation for Career Education (ACE) is a project designed by the Department of Career Education to continue and expand the Articulated School-Based Management Plan (ASBMP) begun in 1981. A total sum of $57,966 in Education Consolidation Improvement Act (ECIA) Chapter II funds were granted for the first year of this proposed 24 month project of the Dade County Florida Public Schools. An evaluation of the ACE project was undertaken to verify that the schools currently included in ASBMP were monitored, and to observe and document the process of induction of new schools into the program. Personnel from the Department of Career Education were interviewed and their records examined. It was recommended that the Department of Career Education (DCE) indicate a minimum acceptable level of supervision, or monitoring, for the regular ASBMP program, in terms of a measureable criterion. Should the DCE determine that the designated minimum level of supervision of the regular program cannot be maintained with the present level of resources, while the remaining schools are being inducted into ASBMP, it was recommended that any requests for additional funding to increase temporary monitoring capabilities be favorably regarded. (Author/DWH)

ED 256 824 UD [illegible]24 035

Excellence in the Making.

Illinois State Commission on the Improvement of Elementary and Secondary Education, Springfield.

PUB DATE- Jan 85

NOTE- 32p.; For preliminary report, see ED 250 413.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Standards; Accountability; *Behavioral Objectives; Dropouts; *Educational Improvement; Educational Objectives; Educational Quality; Elementary Secondary Education; Leadership Responsibility; Principals; *School Administration; School Effectiveness; School Organization; *School Personnel; Staff Development; State School District Relationship; Teacher Evaluation; Teacher Salaries

IDENTIFIERS- *Excellence in Education; *Illinois

This report represents the efforts of a commission of 20 citizens who were directed by the Illinois General Assembly to identify the principal problems in Illinois' elementary and secondary schools and to recommend specific actions for improving the State's educational program. The commission concluded that student learning should be the foremost criterion for judging the quality of Illinois schools. The State's method of merely implying its priorities and goals with regard to the instructional program is criticized, and it is recommended that the state work with local school districts to establish expectations for student learning, provide expanded learning opportunities, adopt procedures for accountability, and recognize excellence in learning. In the area of personnel, recommendations center on the following needs: (1): strengthening the instructional leadership role of school-level administrators; (2) improving the knowledge, skills, and performance of teachers; (3) providing opportunities for more teacher input into educational decision making; (4) increasing teacher salaries; and (5) improving the processes whereby incompetent teachers and administrators are removed from these positions. It is also recommended that the State play a more direct role in local school management and policy. The necessity of support from parents and the community and the availability of appropriate learning resources are noted. The report concludes that in order to have excellence in Illinois schools, efforts must be concentrated on all areas, recognizing the interdependence of the major parts and attempting to improve each. (RDN)

ED 256 447 JC 850 229

Wright, Ted
Five-Year Profile of First-Time-in-College Students: Fall 1978 to Fall 1982. Research Report No. 83-11.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 83
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Freshmen; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Full Time Students; Males; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

This report provides a fall term profile of first-time-in-college students at Miami-Dade Community College (MDCC) between fall 1978 and fall 1982. Tables present data on ethnic and gender distribution, degree objectives, and full-time/part-time distributions, offering collegewide figures and data for each campus. Report highlights include the following: (1) the proportion of Hispanic first-time-in-college students increased significantly from 40% in 1978 to 51.9% in 1982, while the proportion of white non-Hispanic students declined from 40% to 31.2%; (2) females represented approximately 56% of all first-time-in-college students in fall 1982; (3) the proportion of students seeking the Associate in Arts degree increased steadily from 48.4% in 1978 to 60.3% in 1982; (4) the distribution of full-time and part-time students remained fairly even, with full-time students accounting for 53.6% of the MDCC students collegewide; and (5) major changes by campus included an increase of 17% in the proportion of Hispanic students at New World Center (NWC) campus and an increase in the proportion of males from 34.6% in 1978 to 52.3% in 1980 at NWC, followed by a decline to 38.3% in 1982. (HB)

ED 256 490 PS 015 095

Blai, Boris, Jr.
Parents "Always" Matter in Education.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Failure; *Discipline; Elementary Education; Guidelines; Homework; Identification; *Learning Activities; Learning Disabilities; Parent Child Relationship; *Parent Role; Prevention; *Reading Improvement; *Safety; *Self Control

This discussion suggests ways to (1) improve parents' communication with their children; (2) provide students with the keys to freedom through self-discipline; (3) increase parents' involvement in their children's learning in the areas of reading, mathematics, science, social studies, creative arts, and health and physical education; (4) recognize learning disabilities; (5) help children learn to read; (6) prevent school failures; (7) help children benefit from homework; and (8) teach children to swim, bicycle, and ride the school bus safely, as well as to take safety precautions against fire, falls, poisons, workshop hazards, and dangerous toys. (RH)

ED 256 504 PS 015 118

Kuczynski, Leon

Development and Content of Children's Imitation in the Second and Third Years of Life.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.

PUB DATE- Apr 85

NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was also supported by the John D. and Catherine T. MacArthur Foundation.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Content Analysis; *Imitation; Parents; Peer Groups; *Social Behavior; *Social Development; *Socialization; *Toddlers

In order to assess the potential role of imitation in early socialization, a study was conducted to investigate the content and development of children's imitative behavior in the home. Data consisted of incidents of immediate and deferred imitation collected over a 4- to 8-month period by mothers trained in observational recording. Subjects included 12 children who were 16 months old and 12 children who were 29 months old during the middle of the data collection period. Immediate imitations decreased with age, whereas deferred imitations increased with age. In terms of content, increases with age were found for (1) caretaking, self-care, and household task behaviors; (2) mannerisms and expressive behavior; and (3) other-directed discipline and control behaviors. Decreases with age were found for affective and miscellaneous noninstrumental behaviors. Differences in the content of children's imitations of parents and peers were also found. Findings suggested that the imitation of conventional social behaviors increases with age. (The active role of children in their own socialization is discussed.) (Author/RH)

ED 256 518 PS 015 142

Wilson, Melvin N.; Tolson, Timothy F. J.

An Analysis of Adult-Child Interaction Patterns in Three-Generational Black Families.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Apr 85

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

GRANT- NSF-PRM-8210411

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Blacks; Case Studies; Children; Communication Research; Comparative Analysis; *Family Structure; Grandparents; Nuclear Family; One Parent Family; *Parent Child Relationship

IDENTIFIERS- Contingency Tables; *Conversation; Frequency Data; *Social Interaction

This report describes results of contingency-table analyses conducted on four types of black families. Eight families from a sample of 30 families who had been filmed on four occasions during evening meals are discussed as case studies. Two families chosen from each cell of a 2 x 2 factorial design consisting of family structure (one versus two parents) by grandmother's domicile (living with versus living away from the family) were coded to indicate the frequency family members spoke to one another. These frequencies were used to compute conditional probabilities representing the likelihood of a particular family member's interaction. The most significant findings were (1) a homogeneous interaction pattern in which the child(ren) and the adult(s) had an equal opportunity to converse with one another; (2) a dyadic asymmetric interaction pattern in which adults talked more frequently to one another than to the child(ren); and (3) a focal asymmetric interaction pattern in which a single adult or an only child spoke first and second more often than did other family members. It was suggested that, overall, the functional relationships of adult-child interaction patterns in black families have several implications for the socialization of black children. While the generality of these results are limited due to the nature of the case study approach, they do suggest important hypotheses for further research. (Author/RH)

ED 256 641 SO 016 330

Strengthening High School World Studies Courses. Conference Report. A Wingspread Conference (Racine, WI, September 23-25, 1984).

Ohio State Univ., Columbus. Mershon Center.

PUB DATE- 84

NOTE- 16p.; Conference convened by the Mershon Center (OSU) and Global Perspectives in Education, Inc. with support from the Danforth Foundation and the Johnson Foundation.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; Decision Making; Educational Improvement; *Educational Needs; *Global Approach; High Schools; *History Instruction; Intellectual Disciplines; Leadership Training; Social Studies; Teacher Education; Teacher Participation; World Affairs; *World History; World Problems

IDENTIFIERS- *World Studies

Educators attending the 1984 Wingspread Conference discussed major challenges to improving world studies courses and identified strategies for addressing those challenges. The only opportunity the vast majority of American high school students have to obtain formal instruction about the world comes in a survey course of world history offered in the tenth grade. The survey course lacks an adequate conceptual base, attempts to cover too much content, and is difficult to teach. Practical steps that must be taken to strengthen world studies courses include (1) preparation of a handbook of alternative conceptualizations for world history courses, (2) collection of world studies course syllabi to be made available to teachers, (3) preparation of resources to facilitate the local development of global relations courses, (4) development of world studies teacher education courses and leadership programs for educators responsible for staff development in their school systems, and (5) involvement of teachers in evaluation and research relevant to school needs. In addition, the role of academic disciplines in public decision-making processes that set standards for social studies should be strengthened. (RM)

ED 256 670 SO 016 412

Chalkley, Brian
Education for International Understanding in the United Kingdom. A Study of the Syllabuses of the G.C.E. and C.S.E. Examination Boards to Assess Their International Content. Occasional Papers II.
London Univ. (England). School of Oriental and African Studies.
REPORT NO.- ISBN-0-7286-0094-3
PUB DATE- 82
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Course Content; Course Descriptions; Course Evaluation; Curriculum Design; Educational Objectives; Educational Philosophy; Foreign Countries; Global Approach; *International Education; Secondary Education; Testing; Test Items
IDENTIFIERS- *Great Britain

A study of selected formal examination syllabi used in Great Britain revealed that the examining boards for the Certificate in Secondary Education and the General Certificate of Education have incorporated little material that would give students an understanding of international issues. Syllabi for the International Bacalaureate do contain more such material. The subjects considered were geography, history, religious studies, language and literature, social sciences, general studies, other humanities, business studies and government, arts and crafts, mathematics, science, and technical subjects. Only in geography did significant amounts of material address international concerns. Even when an international dimension exists, the syllabi rarely give guidance on the interpretation or approach to be adopted. The examination papers also demonstrate that examiners are frequently seeking factual knowledge and interpretation rather than responses to and understanding of international issues. From the examiner's reports, it also appears that the international options and syllabi are not the most popular, and on open papers the international questions are chosen less often by the candidates. (IS)

ED 256 732 SP 025 987

Outline of High School Credit Courses.
South Carolina State Dept. of Education, Columbia.
PUB DATE- May 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; *Course Objectives; Credit Courses; High Schools; *High School Students; *Secondary School Curriculum; State Curriculum Guides

An outline is presented of the objectives and content of courses offered for credit in high schools in South Carolina. Courses in the following subjects are described: (1) art; (2) drama; (3) driver education; (4) environmental education; (5) foreign language: French, German, Russian, Spanish; (6) health; (7) language arts; (8) mathematics; (9) music; (10) physical education; (11) science; and (12) social studies. (JD)

ED 256 749 SP 026 070

Bear, George; And Others
Computer Literacy In-Service Training Program.
Bath County Public Schools, Warm Springs, VA.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Mar 85
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Independent Study; *Inservice Teacher Education; Secondary Education; *Small Group Instruction; Training Methods

This 16-hour course was designed to teach the minimum computer literacy objectives set forth by a mandate from the Virginia Board of Education. The course also prepares teachers to use the word processor. The inservice package is comprised of five units: (1) introduction to the computer; (2) computer-assisted instruction; (3) computer programming (LOGO or BASIC); (4) word processing; and (5) computers in society. Equipment and materials required include the Apple II+, IIe, or IIc computer systems. Specific software needed is listed at the beginning of each unit. Each unit is written so that a large percentage of the work can be completed as a self-paced independent study package. It is recommended, however, that as much of the program as feasible be completed in a group situation with a computer coordinator or group leader available to assist participants. It is also recommended that unit activities be completed in pairs, two participants per computer. (JD)

ED 256 433 JC 850 210

Farland, Ronnald W.
Proposals for Board Policies and Actions Concerning Remediation in the California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 85
NOTE- 7p.; Discusses as Agenda Item 2 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 30-31, 1985). For related documents, see ED 253 267 and ED 255 259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Community Colleges; *Developmental Studies Programs; Educational Change; English (Second Language); Remedial Instruction; *Remedial Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report proposes that the Board of Governors of the California Community Colleges take four actions regarding provisions for remedial education of skill deficient adults in California. First, background material indicates that the actions will have both immediate and long-range effects on the provision of remediation in the community colleges and, potentially, comprise a major step toward establishing coherent public policy regarding the provision of remediation by all education segments. Then, historical information, formal recommendations, and rationales for the recommendations are presented. The first recommendation is that the Board of Governors should approve a definition of remediation that identifies the purposes and course levels of remediation and should endorse modifications to the Course Classification System and Title 5 to make them more consistent with the definition. The second recommendation is that the Board should direct staff to develop guidelines for determining what levels of English as a Second Language (ESL) instruction are equivalent to standards applied in English for remedial instruction. The third recommendation is that the board should continue to seek legislation to authorize the implementation, funding, and evaluation of matriculation. The final recommendation sets forth areas to be addressed in a major initiative for establishing public policy regarding the provision of remedial instruction and services. (AYC)

ED 256 475 PS 015 071

Steiner, Karen
The Only Child. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; Document printed on colored paper.
CONTRACT- 400-83-0021
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Birth Order; Comparative Analysis; *Family Size; *Siblings; *Social Change; *Social Influences
IDENTIFIERS- ERIC Digests; *Only Children

Smaller families in general (including the one-child option) are becoming more popular. This ERIC Digest focuses on changing trends in family size, reasons for choosing to have only one child, differences between only children and those with siblings, and the advantages of being an only child. Changing family patterns, economic concerns, and new roles for women are cited among the reasons for choosing to have only one child. Investigation results are briefly discussed regarding the only child and the following variables: intelligence, achievement, affiliation, peer popularity, and self-esteem. It is concluded that parents who chose to have only one child gain reduced conflict in dividing time and attention among children, greater financial flexibility, and a more closely knit family unit. (RH)

ED 256 571 SE 045 503

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level K.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-200K-10; ISBN-0-88315-525-7

PUB DATE- 84

NOTE- 173p.; For part 2 see SE 045 504; for teacher's manual see SE 045 505-506. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Elementary School Mathematics; Geometric Concepts; Instructional Materials; *Kindergarten; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for kindergarten pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Seventy-six performance objectives are included in this part of the kindergarten workbook designed to develop relationships, number concepts, shape recognition, graphing skills, and other readiness ideas. (MNS)

ED 256 585 SE 045 517

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6003-22; ISBN-0-88315-520-6
PUB DATE- 83
NOTE- 253p.; For part 2 of teacher's manual see SE 045 518. For student workbook see SE 045 515-516. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 3; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 3 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 68 modules on 69 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; multiplication; division; fractions; decimals; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 599 SE 045 531

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 7.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2007-32; ISBN-0-88315-532-X
PUB DATE- 83
NOTE- 60p.; For part 2 of workbook see SE 045 532. For teacher's manual see SE 045 533-534. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Grade 7; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 7 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook [illegible] designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Forty-nine performance objectives are included in this part of the grade 7 workbook, designed to develop understanding of operations, number concepts, geometric concepts, and other mathematical topics. (MNS)

ED 256 613 SE 045 547

Science Unlimited: Teacher's Guide to the Primary Lessons.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.

PUB DATE- 84

NOTE- 154p.; For related documents, see SE 045 546-548 and SE 045 550.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biological Sciences; Classification; *Educational Television; *Elementary School Science; Lesson Plans; *Physical Sciences; Primary Education; Process Education; *Science Activities; Science Education; *Science Instruction; *Teaching Methods; Weather

IDENTIFIERS- *Pennsylvania

Science Unlimited (Pennsylvania Department of Education's elementary science effort) has developed a series of television programs for use in the primary and intermediate grades. These television programs form an integral part of science lessons which emphasize direct involvement of children with materials and ideas, provide for individual and group activities, are competency-based, use only easily available equipment and materials, and are keyed (via a curriculum matrix) to computer software and other resources. This guide contains the information necessary to teach lessons in which children in primary grades investigate: dripping faucets; classification and sorting; smell (preschool); eyes, color; air; weather; observation and description; change (early primary); simple machines; measurement; electricity; magnets; and the thermometer. This information includes (when applicable) lesson aims and competencies fostered, instructional strategies (including those related to use of the television program), list of materials/equipment needed, background information, and resource materials for the teacher. General comments about the nature and use of Science Unlimited in teaching science and the instructional approaches used in the program are provided in an introduction. (JN)

ED 256 627 SE 045 561

Beal, Jack L.; And Others

Washington State Teacher Incentive Loan Program for Mathematics and Science: Study of College/University Implementation October 1983--November 1984. Report to Washington State Legislature.

Washington Univ., Seattle. Coll. of Education.

PUB DATE- Mar 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Incentives; Mathematics Education; *Mathematics Teachers; *Program Effectiveness; Program Implementation; Science Education; *Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; State Programs; *Student Loan Programs; Teacher Recruitment; Teacher Shortage; Teaching (Occupation)
IDENTIFIERS- *Washington

In response to the shortage of mathematics and science teachers in Washington, this state's legislature developed a program to provide loans for students preparing to teach secondary-level mathematics or science in Washington public schools. The rationale was that these loans would encourage students majoring in mathematics or science to prepare for teaching careers. Funds made available through the loan program were distributed to the 15 colleges and universities in the state that have teacher education programs. This study surveyed these institutions to determine the interpretation of guidelines and distribution of funds by subject area, the adequacy of the funding level, and the number of mathematics and science teachers available as a result of the program. Among the results (presented as answers to nine questions) are those indicating that the number of students in mathematics and science teacher preparation programs has increased, more males than females received loans, and only one-third of those who completed preparation under the program were teaching science or mathematics in Washington public schools (it was noted that some individuals were still seeking employment). Recommendations based on these and other results include continuing the program and clarifying program guidelines. (JN)

ED 256 655 SO 016 352

Program Descriptions for Art-Music Instructional Materials.

California State Dept. of Education, Sacramento.

PUB DATE- May 84
NOTE- 17p.
AVAILABLE FROM- Bureau of Publications, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00; CA residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Instructional Materials; *Music Education; Program Descriptions; State Standards; Textbook Content; *Textbook Selection
IDENTIFIERS- *California; *State Textbook Adoption Policies

California state-adopted commercial art and music instructional materials are described to aid state school districts in matching instructional materials with curriculum goals and objectives. Information is provided in three sections. An annotated index gives pertinent information about each program, including title, year of copyright, and grade and readability levels (as designated by the publisher). The second section gives more detailed information on each of the materials--"The Music Book" (Holt, Rinehart and Winston), "Spectrum of Music" (Macmillan), and "Silver Burdett Music"--including a general description, learner goals and objectives, program organization, student materials, methodology, evaluation procedures, teacher materials, implementation requirements, and related materials. The final section is a list of previously adopted programs.(LH)

ED 256 686 SO 016 430

Rathenow, Hanns-Fred; Smoker, Paul

Peace Education in Great Britain: Some Results of a Survey. Workshop Report No. 1.

Lancaster Univ. (England). Richardson Inst. for Conflict and Peace Research.

PUB DATE- Nov 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Comparative Education; Courses; Educational Research; Elementary Secondary Education; Foreign Countries; *Peace; Political Attitudes; *School Districts; Social Science Research; Social Studies; Surveys
IDENTIFIERS- *Great Britain

To determine the extent to which peace studies are available and the attitudes of school officials toward peace education in Great Britain, an 8-part survey was administered to [illegible]25 Local Education Authorities (LEAs) in England, Scotland, Wales, and Northern Ireland. The extent to which peace studies were implemented and accepted by LEAs is illustrated by a breakdown of scoring on individual questions. Of the 69 respondents, the majority (53.6 percent) supported the idea of peace studies. With regard to the political composition of the councils, however, there were some differences between Labor and Conservative councils and between Councils in "nuclear free" and "non-nuclear-free" zones. More than half of the nuclear-free councils (68.4 percent) and 35 percent of the non-nuclear-free councils supported peace studies. Moreover, 41.1 percent of the conservative councils and 55.6 percent of the labor councils were supportive of peace studies. Despite these differences, there appeared to be some consensus on the central topics to be considered in peace studies. When asked to rank order 17 topics, participants in the survey gave "violence and war" as well as "the nuclear arms race" highest priority, whereas "structural values" and "the distribution of social commodities" received lowest priority. The particular examples described in the final part of the report illustrate some of the approaches that have been developed for teaching peace studies topics in the schools. (LH)

ED 256 700 SO 016 453

Shanebrook, J. Richard

A Nuclear Tech Course = Nuclear Technology in War and Peace: A Study of Issues and Choices.

PUB DATE- Feb 85

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Descriptions; *Engineering Education; Higher Education; History; Instructional Materials; Nuclear Energy; *Nuclear Technology; *Nuclear Warfare; *Peace; Radiation; Resource Materials

A nuclear technology college course for engineering students is outlined and described. The course begins with an historical account of the scientific discoveries leading up to the uranium experiments of Hahn and Strassman in Germany and the subsequent explanation of nuclear fission by Meitner and Frisch. The technological achievements of the Manhattan Project are presented. Students learn about the atomic bombings of Hiroshima and Nagasaki by reading John Hersey's book "Hiroshima" and viewing the film "Hiroshima and Nagasaki: The Harvest of Nuclear War." The course then covers the "Atoms for Peace" program that was initiated by President Eisenhower in 1953. Particular emphasis is placed on the technology of nuclear power plants such as pressurized water reactors and the liquid metal fast breeder reactor. Pros and cons of nuclear power are examined and nuclear weapons proliferation is discussed. The final part of the course is concerned with the technology of modern nuclear weapons and delivery systems, including thermonuclear devices and radiological weapons. Required readings are listed; bibliographic information on the films and videotapes used in the course is provided. (RM)

ED 256 781 TM 850 222

Fuchs, Lynn S.; Fuchs, Douglas

A Quantitative Synthesis of Effects of Formative Evaluation on Achievement.

PUB DATE- Mar 85

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; Behavior Modification; *Effect Size; Elementary Secondary Education; *Formative Evaluation; *Individualized Instruction; Measurement Objectives; Meta Analysis; Preschool Education; Research Methodology; Student Evaluation

While the aptitude treatment interaction (ATI) approach to educational measurement emphasizes establishing salient learner characteristics, systematic formative evaluation provides ongoing evaluation for instructional program modification. Systematic formative evaluation appears more tenable than ATI for developing individualized instructional programs. This meta-analysis investigates the effects of systematic formative evaluation of educational programs on student achievement. Twenty-one controlled studies generated 95 relevant effect sizes, with an average effect size of .72. The magnitude of effect size was associated with publication type, data evaluation methods, and use of behavior modification. Findings indicate that unlike reported ATI approaches to individualization, systematic formative evaluation procedures reliably increase academic achievement. This suggests that, given an adequate measurement methodology, practitioners can inductively formulate successful individualized educational programs. (Author/BS)

ED 256 796 TM 850 281

Ebert, Mary K.; And Others

A Study of the Guidance Program and Its Management in the Montgomery County Public Schools.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Jan 85
NOTE- 137p.; This paper received the 1985 American Educational Research Association Division H Award for Best Report on Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Board of Education Policy; *Educational Administration; Elementary Secondary Education; Guidance Personnel; Parent Attitudes; *Program Evaluation; *Program Improvement; *School Counseling; School Counselors; School Districts; *School Guidance; School Surveys; Student Attitudes; Teacher Attitudes; Time Management
IDENTIFIERS- *Montgomery County Public Schools MD

This study responds to the Board of Education's request that a plan be developed to assess and improve guidance and counseling services in the Montgomery County Public Schools (MCPS), Maryland. Data collection activities included (1) a review of MCPS policies and regulations, and (2) analysis of data from counselor logs, counselor observations, counselor questionnaires, student questionnaires, teacher questionnaires, parent interviews, principal interviews, and surveys of other school districts' guidance and counseling programs. Chapter 1 defines the guidance and counseling function. Chapter 2 reviews the guidance and counseling function as performed in the elementary schools, the junior high/intermediate/middle schools, the senior high schools, and the supplementary centers. Chapter 3 discusses guidance staffing. Chapter 4 describes program management and monitoring. Chapter 5 contains recommendations for a new management structure for implementing the guidance and counseling program. Chapter 6 provides conclusions and recommendations. The findings indicate that the overall MCPS guidance and counseling program requires some significant modifications in structure and in management. The role of the senior high school counselors needs to be reexamined and, perhaps, reshaped to better meet the needs of students, staff, principals, and parents. (BS)

ED 256 716 SP 025 820

Sandefur, J. T.
Competency Assessment of Teachers: The 1984 Report.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Information Analysis/State of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Admission Criteria; Higher Education; *Minimum Competency Testing; *State Legislation; *State Standards; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- Elementary Secondary Education

Legislative and/or state department of education mandates requiring some form of competency assessment of teachers are currently in force in 38 states. An additional seven states report planning activity, and only five states report no plans to test the competency of teachers. Descriptions are given of competency assessment activities in each state. An accompanying table provides information on the states mandating competency assessment of teachers, the form of the mandate, date implemented, level (admission/certification), skills tested, and types of tests given. (JD)

ED 256 733 SP 025 994

Kurth, Ruth Justine
Training Peer Teachers to Improve Comprehension Instruction.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, March 31-April 4, 1984, Chicago, IL).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Elementary Education; *Elementary School Teachers; *Helping Relationship; Inservice Teacher Education; *Peer Teaching; Reading Comprehension; *Reading Instruction; Teacher Behavior; Teaching Methods

Following a year-long study, model procedures were developed for eight pairs of peer coaches and inservice elementary school teachers to modify reading instruction practices to improve reading comprehension. Specific teaching behaviors were chosen to determine whether coaches could encourage teacher clients to: (1) incorporate more direct teaching of comprehension during formal reading instruction; (2) maintain a more equitable balance between instructional time devoted to word recognition instruction and time devoted to comprehension instruction; (3) promote independent level reading during formal reading instruction; and (4) minimize the amount of instructional time used for non-instructional or transitional activities. A report is given of the implementation and results of the peer coaching model with four pairs of teachers, i.e., 4 coaches and 4 clients. A description is given of the methods used in training the teacher coaches, and the observations made during ensuing coaching sessions. An analysis of findings from the observations and student results indicates that it is possible to change teacher behavior by using peer coaches. (JD)

ED 256 811 TM 850 306

Goldinher, Martin R.
Evaluation of the 1983-84 ECIA, Chapter II Motivate and Stimulate for Excellence Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Oct 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Achievement Gains; Attitude Measures; Critical Thinking; Elementary Education; *Enrichment Activities; Parent Attitudes; Pretests Posttests; Problem Solving; *Program Evaluation; Special Programs; Student Attitudes
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The 1983-84 Motivate and Stimulate for Excellence (MASE) Project in 10 Dade County, Florida, elementary schools was funded under the Education Consolidation and Improvement Act, Chapter II. It was designed to provide academically above average students with enrichment activities to enhance their critical thinking and problem solving skills through direct instructional services of full time teachers. This MASE Project evaluation collected data through records examination, observation of project activities, student and parent questionnaires, and program personnel interviews. Evaluation results indicate that most project activities occurred as specified by the project proposal. Most project teachers found the MASE materials, supplies, and facilities adequate. Most project students and parents perceived the MASE program positively. Parents gave only moderately high ratings for the adequacy of information received on the project and their child's progress. Pretest and posttest results from the Developing Cognitives Abilities Test (DCAT) and the Ross Test of Higher Cognitive Processes showed substantial increases in higher level skills across all grade levels. Apppendices contain the primary and intermediate student survey forms, the parent questionnaire, and student selection guidelines. (BS)

ED 256 825 . UD 024 081

The Future of Inner City High Schools: The Public-Private Contribution. Proceedings of Conference "The Future of Inner City High Schools: The Public-Private Contribution" (Boston, Massachusetts, June 21-22, 1984).

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

SPONS. AGENCY- Federal Reserve Bank of Boston, Mass.

PUB DATE- 84

NOTE- 83p.

AVAILABLE FROM- The Center for Business and Government, J. F. Kennedy School of Government, 79 J. F. Kennedy Avenue, Cambridge, MA 02138 ($5.00 per copy).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Programs; Educational Finance; Educational Objectives; *High Schools; Job Placement; Private Financial Support; Program Descriptions; Program Development; *Program Effectiveness; *School Business Relationship; Urban Problems; *Urban Schools

IDENTIFIERS- Adopt a School

This document summarizes the proceedings of a conference of urban leaders on public-private collaborative efforts to address the problems of inner-city high schools. Findings presented and opinions expressed at sessions on the following topics are outlined: (1) education funds; (2) city-wide umbrella organizations; (3) goal setting--tying jobs and high schools together; (4) school management; (5) partnership and adopt-a-school programs; (6) political support for education; and (7) planning for the future. Following these proceedings are profiles of collaborative efforts attempted in each of the cities (Atlanta, Baltimore, Boston, Cleveland, Denver, Memphis, New York, Philadelphia, Pittsburgh, San Diego, and San Francisco) represented at the conference. A list of conference participants is presented, and three statistical tables are appended, along with a letter from a former U.S. Commissioner of Education pointing out that in the long run, private philanthropy cannot substitute for public support of what is, after all, a public education system. (KH)

ED 256 461 PS 014 426

Kaplan, Martin F.; Yehl, H. Michael
Deservingness and Equality in Children's Reward Allocations:
Developmental Trends.
PUB DATE- 4 May 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 4, 1984). Several pages contain blurred type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary Education; *Elementary School Students; Justice; *Moral Development; *Moral Values; Productivity; *Rewards; *Value Judgment
IDENTIFIERS- Centration; Effort; Knowledge Utilization; *Moral Reasoning

A total of 96 students (16 males and 16 females, chosen randomly from each of the first, fourth, and seventh grades of a grade school and a middle school,) allocated rewards in response to stimuli representing pairs of children differing in work output and effort. Stimulus materials consisted of: (1) a booklet containing nine drawings representing combinations of one of three levels of work output and one of three levels of effort; (2) three drawings representing levels of effort only and three drawings representing levels of work only; (3) spoken sentences conveying information about depictions; and (4) a comparison drawing representing medium levels of effort and work. In effort-only and work-only stimulus conditions, subjects were told that some information had been misplaced or lost but that they were to continue to allocate rewards according to what they thought was fair. A calibrated, mechanical response apparatus was used to display subjects' reward allocation. Results indicated that, as compared with first graders, older children weighted work output less and effort more, but were more affected by equal-sharing norms. Counter to expectations derived from the literature on moral cognition, the allocations of first graders were based almost entirely on deservingness components. Usage showed that deservingness is not a unitary component of the allocation decision; children's decisions were based on several considerations. Respectively, these last two facts strengthen the doctrine of structural parallelism between different manifestations of moral reasoning and refute the thesis of centration. (Author/RH)

ED 256 491 PS 015 099

Michie, Meredith, Comp.; Keane, David, Comp.
Institute of Family Studies Newsletter, No. 11, December 1984, Plus Supplement: XXth International CFR Seminar on Social Change and Social Planning.
Institute of Family Studies, Melbourne (Australia).
PUB DATE- Dec 84
NOTE- 64p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Administration; Children; Court Litigation; Databases; Demography; Education Work Relationship; Employment; Expectation; *Family Life; *Family Problems; Financial Support; Foreign Countries; *Institutionalized Persons; Marriage Counseling; Publications; Public Policy; Questionnaires; *Reproduction (Biology); *Technology; *Violence; Welfare Services
IDENTIFIERS- *Australia; Europe

Substantive articles in this newsletter issue concern: (1) issues related to reproductive technology; (2) marriage and family questions for the 1986 census; (3) fault and violence in the family court; (4) children and young people in institutional care; (5) marriage counseling initiatives; (6) employment and families; and (7) family life in European countries. Brief articles also report the use of the Institute of Family Studies' online database as a public access file and describe this organization's publication program. Supplementary materials provide the texts of official addresses and summarize papers given at the Twentieth International Seminar on Social Change and Family Policies. Seminar sessions focused on pressures, conflicts, and expectations of family life; major demographic trends affecting family policy; families with children and social policy approaches to family support and education; worldwide trends in the administration of family policy; youth policies and the family/work/education relationship; work, economic policies, and welfare consequences and responsibilities; intergenerational exchange, aging trends and public/private support dimensions; and legal regulation of the family and the effect of changes in family law. (RH)

ED 256 532 RC 015 230

Cherry, Ralph, Comp.
Bilingual Glossary of Professional Mental Health Terms = Glosario Bilingue de Terminos Profesionales de Salud Mental.
Our Lady of the Lake Univ., San Antonio, Tex.
SPONS. AGENCY- Texas State Dept. of Human Resources, Austin.
PUB DATE- 79
NOTE- 18p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *English; *Glossaries; Languages for Special Purposes; *Medical Vocabulary; *Mental Health; Pronunciation; *Spanish

Designed to acquaint social workers and other professionals in the mental health field with the basic terms necessary for professional discussions, paper presentations, and international correspondence, the English/Spanish-Spanish/English glossary lists 130 selected mental health terms. The glossary includes two sections: English to Spanish and Spanish to English. In the first section, the terms are listed alphabetically in English, followed by the Spanish equivalent and a pronunciation guide for each Spanish word. In the second section, the terms are listed alphabetically in Spanish, followed by the English equivalent and a pronunciation guide for each English word. Since the pronunciation of vowels is more precise in Spanish, a chart illustrating vowel pronunciation is provided, along with example words. The syllable to be stressed or emphasized always appears in capital letters. To aid in the pronunciation of the English words, the symbols which appear in "The American Heritage Dictionary of the English Language" are provided. (NQA)

ED 256 545 RC 015 256

Dreier, William H.
The Past and Performance of Six Small Rural High School Districts in Iowa.
PUB DATE- 84
NOTE- 16p.; Paper presented at the Annual Rural and Small Schools Conference (6th, Manhattan, KS, October 30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Consolidated Schools; Courses; *Educational History; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; High School Students; National Surveys; *Rural Schools; School District Reorganization; *School District Size; *School Effectiveness; *Small Schools
IDENTIFIERS- Impact Studies; *Iowa

Questions about effects of consolidation on Iowa's small schools can be answered through historical review and current assessment of nine small districts. By 1966, Iowa's 1912 School Consolidation Law and subsequent legislation had reduced 4,500 taxing units to 455, with each district offering K-12 programs to a total enrollment of at least 300 students. In the 9 small districts, average enrollment rose from 204 to 259 during 1945-55. Six of these schools joined with neighboring high schools, two added one-teacher elementary districts, and one did nothing. For the 6 schools which consolidated with high schools, enrollment rose above 300. By 1982-83, however, K-12 enrollment dropped for five of these six schools. In 1982, these schools spent an average of 80% more on each student than surrounding districts. Compared nationally with other rural schools, these six districts were more likely to offer Spanish, French, calculus; physics, computer science, electronics, and a wider variety of sports. In a 1983 administration of the Iowa Tests of Educational Development to grades 9-12 in these 6 districts, 62% of the class units scored better than 50. Half of the scores were higher than Iowa's norm mid-score of 70. Iowa's smallest school districts are caring responsibly for their students. (PM)

ED 256 558 RC 015 274

The Danger of Poison. Level 4 = El Veneno es Peligroso. Nivel 4.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 199p.; For related documents, see RC 015 270-273. A publication of Project TEACH (Teaching Environmental Awareness to the Children of Harvest = Ensenando calidad ambiental a los ninos migrantes).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Instructional Materials; Content Area Reading; Curriculum Guides; Elementary School Mathematics; Environmental Influences; Hazardous Materials; Health Activities; *Health Education; Intermediate Grades; Language Arts; Lesson Plans; *Migrant Children; Migrant Education; Parent Materials; *Pesticides; *Poisoning; *Safety Education; Science Activities; Teaching Guides; *Units of Study
IDENTIFIERS- Teaching Environment Awareness to Child of Harvest

Developed especially for migrant children, this field-tested curriculum teaches the benefits and hazards of pesticides to intermediate grade students. Materials, prepared in Spanish and English, can be used as a separate science/health unit on pesticides or integrated into the regular math and reading curriculum. Topics include benefits of pesticides, packaging and warning labels, application methods for fields and homes, specific hazards such as pesticide storage areas and contaminated irrigation water, and steps to take in case of pesticide contamination. The Level 4 unit gives background information for teachers, a detailed course for instructing children, 15 visuals, 4 true-false tests, and an illustrated pamphlet for parents. The unit is organized under 16 pesticide concepts with teaching materials, activities, and reading and math skills outlined for each concept. Activities include designing pesticide container labels, weighing seeds, and completing the math and reading skills activity sheets included in the guide. The 45 reading and 13 math skills covered in the unit are taken from and cross-referenced to the National Migrant Education Program of Reading and Math Skills. Reading skills range from prefixes and suffixes to dictionary use, and outlining. Math skills include multiplication, percentages, weights/measures and the metric system. (JHZ)

ED 256 750 SP 026 071

Sims, E. Norman
The Recommendations of the National Commission on Excellence in Education: Reviewing the State Response.
Council of State Governments, Lexington, Ky.
PUB DATE- 84
NOTE- 72p.
AVAILABLE FROM- The Council of State Governments Information Center, P.O. Box 11910, Iron Works Pike, Lexington, KY 40578 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Instructional Improvement; *Needs Assessment; *State Action; *State Departments of Education; State Standards; Time Management
IDENTIFIERS- *National Commission on Excellence in Education

A survey of the chief state school officers asked respondents to consider 50 recommendations of the National Commission on Excellence in Education, and to determine whether the situation indicated by the recommendations described the state's current situation, or, if it did not, what their intentions were for the future. Areas covered in the recommendations concerned: (1) instructional content; (2) standards and expectations; (3) the effective use of instructional time in the existing school day, or extended school day or year; (4) improvement of teaching and teacher education and certification; and (5) leadership and fiscal support. The second section of the survey asked the respondents to identify programs which their states had implemented in the past few years which meet some of the problems identified by the Commission. Responses are summarized in narrative form with examples of selected state actions described. Brief reports are given on some continuing efforts for reform. The appendixes include a chart presenting the massed responses of 43 states on each of the 50 recommendations. (JD)

ED 256 766 SP 026 149

Peseau, Bruce A.

Seventh Annual Study of Funding and Academic Production of Teacher Education in State Universities and Land-Grant Colleges, 75 Universities 1983-1984.

SPONS. AGENCY- Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.
PUB DATE- Mar 85
NOTE- 157p.; Some tables are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Budgets; Class Size; Comparative Analysis; Higher Education; *Land Grant Universities; Longitudinal Studies; Preservice Teacher Education; *Resource Allocation; *State Universities; *Teacher Education Programs; Teacher Educators

Data from teacher education programs in 75 public universities are analyzed in relation to their relative resources and productivity. Data include budget allocations by line (faculty, secretaries, administrators, graduate assistants, operating funds, capital outlay), broken down by academic year, summer session, and 12-month appointments. Data also include credit hours produced (differentially weighted by level), degrees awarded, tuition rates, and faculty salaries. (Institutions are listed by code number only. Translation of the code is not given thus no data is identifiable from a specific university.) Analyses are presented relating the resources of each program with what was produced (credit hours, degrees awarded, faculty-student ratios, class sizes, etc). The cost per weighted credit hour, and per academic year of a student by degree level, shows that the teacher education programs in these senior universities continues to cost less for an undergraduate student than for a public school child. Specific suggestions are made for basic policy changes needed to improve teacher education, from adequate funding, to more reasonable student-faculty ratios and class size. The survey instrument and 79 data tables are included. (Author/JD)

ED 256 448 JC 850 231

Losak, John
Relating Grade Point Average at Miami-Dade to Subsequent Student Performance on the College Level Academic Skills Test (CLAST). Research Report No. 84-03.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Feb 84
NOTE- 8p.; For related documents, see JC 850 232-233 and JC 850 235-236.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; *Grade Point Average; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted at Miami-Dade Community College (MDCC) to relate grade point average (GPA) at the college to subsequent performance on the College Level Academic Skills Test (CLAST). In October 1983, 1,044 associate degree (AA) graduates took the CLAST. Of these, 431 had a GPA of 3.0 or higher at MDCC. An analysis of the CLAST scores of these graduates revealed: (1) 20.4% of the graduates failed one or more of the CLAST examinations; (2) 6% scored below the recommended cut in reading, 0.7% scored below the cut in writing, 1.9% failed in computation, and 18.1% failed in the essay portion of the test; (3) of the AA graduates tested at Mitchell Wolfson campus, 59.8% had a GPA of 3.00 or more but 34.3% failed one or more of the CLAST exams; and (4) the failure rates of AA graduates at South Campus was 15.5%, at Medical Center 16.7%, and at North Campus 20.7%. A discussion of study implications highlights the problems revealed by the large number of students who earned high GPA's but failed to perform well on the CLAST. (HB)

ED 256 476 PS 015 072

Barenbaum, Nicole B.; Bursik, Krisanne
Parental Acrimony and Children's Post-Separation Adjustment.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; *Divorce; Fathers; Interpersonal Relationship; Longitudinal Studies; *Mothers; *Predictor Variables; Stress Variables
IDENTIFIERS- *Parental Acrimony; *Parent Behavior

A total of 128 recently separated mothers and their children were interviewed and completed a number of adjustment measures as well as a measure of interparent acrimony. Legal information regarding the separation and divorce, which also serves as a measure of acrimony, was collected from public court records. Several variables assessing interparent acrimony, including legal variables, were found to be significantly related to children's adjustment problems. Both the length of time since the physical separation and the amount of father contact during the post-separation period moderated the relationship between interparent acrimony and children's adjustment. Findings clearly pointed to interparent acrimony as an important predictor of children's adjustment to parental separation. (Relationships among these variables are discussed in terms of the family system during this transition.) (Author/RH)

ED 256 505 PS 015 119

Kuczynski, Leon; And Others
Developmental Changes in Mother-Child Interaction During the Negativistic Period.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was also supported by the John D. and Catherine T. MacArthur Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Antisocial Behavior; *Child Rearing; Mothers; *Parent Child Relationship; *Socialization; *Toddlers
IDENTIFIERS- *Compliance (Behavior); Developmental Patterns; Negativism; Negotiation Processes

A study was conducted to investigate age changes in children's noncompliant and resistant behaviors and their relation to parental control strategies during the toddler period. Specifically, the study explored possible changes in the form of children's oppositional behavior (or "negativism") and investigated how parental control strategies adapt or contribute to the development of resistant behavior. Spontaneously occurring control interactions between 25 young toddlers (25 months of age) and 30 older toddlers (36 months of age) and their mothers were observed in a naturalistic setting and coded from videotapes. Analyses of children's responses to parental interventions indicated that different forms of resistance tended to be unrelated and followed different developmental trends. Angry noncompliance decreased with age, whereas strategically sophisticated forms of opposition, such as negotiation, increased with age. Maternal use of power-assertive strategies such as direct commands and physical enforcement were positively related to angry noncompliance. Indirect and cognitive strategies such as reasoning and suggestion were positively associated with children's attempts to negotiate and tended to increase with age. Findings were discussed in terms of children's development of social influence strategies and the possible contribution of parents to this development. (Author/RH)

ED 256 519 PS 015 143

Securro, Samuel, Jr.
Egocentrism and Perception Dominance in Young Children: Implications for Development and Management.
PUB DATE- 25 Feb 65
NOTE- 17p.
LANGUAGE- English
EDRS PRICE - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; *Egocentrism; *Individual Development; Influences; Moral Development; Number Concepts; *Perception; Space; Speech; *Teaching Methods; Time; *Young Children
IDENTIFIERS- *Developmental Patterns

The purpose of this paper is to review the intellectual traits of egocentrism and perception dominance in young children 2 through 7 years of age and to explain, in a concrete way, how these two characteristics interact to greatly influence their ability to form logical and stable concepts. A secondary purpose is to suggest activities that may stimulate the thinking operations of young children. The egocentric child's thinking is fixed on its own perspective and judgments are made primarily from that single view. Perception-dominated children cannot mentally make transformations or correctly size things up. They believe what they see, not what was or could be. Children who are egocentric view the passage of time in relationship to their preferred activities or needs. They tend to explain happenings from a personal perspective and do not look outside too often for more natural explanations. The speech of the egocentric child often centers on the content he or she is thinking or expressing. The egocentric concept of morality in young children presents a real challenge to child caregivers. Children's egocentricism often limits their ability to effectively cope with and express emotions in ways that are interpreted correctly by adults. Additionally, egocentricism and perception dominance make perception of three-dimensional and two-dimensional space problematic for the young child and influence the child's understanding and use of cardinal and ordinal numbers. (RH)

ED 256 572 SE 045 504

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level K.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-200K-10; ISBN-0-88315-525-7

PUB DATE- 84

NOTE- 141p.; For part 1 see SE 045 503; for the teacher's manual, see SE 045 505-506. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Addition; Computation; *Elementary School Mathematics; Fractions; Instructional Materials; *Kindergarten; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for kindergarten pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Eighty-one performance objectives are included in this part of the kindergarten workbook, designed to develop number concepts, symbol recognition and writing skills, measurement ideas, counting skills, addition skills, and fraction ideas. (MNS)

ED 256 600 SE 045 532

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 7.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2007-32; ISBN-0-88315-551-6
PUB DATE- 83
NOTE- 128p.; For part 1 of workbook see SE 045 531. For teacher's manual see SE 045 533-534. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Grade 7; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 7 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 130 performance objectives are included in this part of the grade 7 workbook, designed to develop fraction skills, ratio and proportion ideas, probability and statistics concepts, number theory concepts, and other mathematical topics. (MNS)

ED 256 628 SE 045 562

Padilla, Michael J.; And Others
The Development and Validation of a Test of Basic Process Skills.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Elementary School Science; Intermediate Grades; Junior High Schools; Multiple Choice Tests; *Process Education; Science Education; *Science Tests; *Secondary School Science; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Science Education Research

The objective of this project was to develop a valid and reliable multiple choice test of six basic science process skills for students in grades 4 to 8 (ages 8 to 14 years). Seven criteria were outlined for the test: an emphasis on the six most widely used science process skills (observation, inference, prediction, measurement, communication, and classification); a multiple choice, four-option format; an emphasis on use of pictures and drawings to clarify and enhance items; an average test readability below the fourth grade level; test length that permits completion within one class period (45 minutes or less); a wide range of difficulty of items addressing each process skill; and content-free items. The first version of the 36-item Test of Basic Process Skills in Science was validated and administered to 133 fourth-, sixth-, and eighth-grade students to establish test reliability and to compute item difficulty and discrimination indices to aid in test revision. A second version was then administered to 684 students. Results show this version to be a reliable and content-valid test appropriate for use with students in grades 4 through 8. In addition, the item difficulty and discrimination indices for this final version are reasonably good. (JN)

ED 256 642 SO 016 331

Heater, Derek
Human Rights Education in Schools: Concepts, Attitudes and Skills.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-26
PUB DATE- 16 Feb 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civil Liberties; Educational Needs; Educational Objectives; Elementary Secondary Education; Social Action; Social Attitudes; World Affairs

The first two chapters of this study concern (1) the neglect of human rights education in the schools and problems associated with this neglect and (2) objectives of human rights education. Objectives include knowledge of historical developments; knowledge of contemporary declarations, conventions, and covenants; knowledge of some major infringements of human rights; understanding the distinction between political/legal and social/economic rights; understanding the basic concepts; understanding the relationship between individual, group, and national rights; appreciation of one's prejudices and the development of tolerance; appreciation of the rights of others; sympathy for those who are denied rights; and developing intellectual and action skills. Other chapters discuss major concepts in human rights, values and attitudes that should be fostered, and intellectual and action skills that should be fostered. The conclusion stresses the need for the continuation of 18th century enlightenment goals of toleration, justice, and humanity. (IS)

ED 256 656 SO 016 353

Zwicker, Barrie, Ed.
War, Peace, and the Media.
PUB DATE- 84
NOTE- 41p.; Reprinted from "Sources, The Directory of Contacts for Editors, Reporters, and Researchers."
AVAILABLE FROM- SOURCES, 10 Britian St., Toronto, Ontario M5A 1R6 ($3.50, plus postage and handling; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Disarmament; Foreign Policy; Information Dissemination; International Relations; *Journalism; *Mass Media; National Defense; *Nuclear Warfare; *Peace
IDENTIFIERS- Cold War; USSR

Written for editors, reporters, and researchers, this publication contains background information on war and peace. Included are newspaper articles, essays, and excerpts from radio commentaries. The information is intended to help journalists provide more accurate coverage of war-and-peace issues, in particular more accurate coverage of the Soviet Union. The author believes that in order to encourage action, the topic of the arms race needs to be brought to the public's attention through all forms of the media. He states that without replacement of American stereotypes of the Soviet Union by something closer to reality, there is no hope of ending the cold war. Contents include articles such as "The Myth of Symmetry," "Public Health Research vs. the MX," "Our Portrayal of the Soviet Union Dooms Ourselves," "The Big Lie of the Arms Race," "The Media and Civil Defense," "One Paper's New Attitude toward Peace," "Words and War," "Media-MX Deal Denies Protestors Rights through News Blackout," "Journalism/Arms Race Direct Links," "Journalism and the Bomb," and "A Crisis of Perception." Resources listed included peace organization contacts and publications. (RM)

ED 256 671 SO 016 413

McFarlane, David E.
On Being 18: Your Legal Rights and Responsibilities.
Wisconsin Bar Foundation, Madison.
PUB DATE- 1 Apr 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Children; *Citizenship Responsibility; *Civil Rights; Community Resources; Consumer Protection; Contracts; Credit (Finance); Divorce; Drinking; Employment; Housing; Instructional Materials; *Laws; *Legal Education; Marriage; Military Service; Resource Materials; Secondary Education; Voting; *Young Adults
IDENTIFIERS- Drivers; Juries; *Law Related Education; Wisconsin

The purpose of this booklet is to inform young people of their rights when they become 18 and to help them recognize and avoid possible legal problems. Although written specifically for young people in Wisconsin, the booklet can be used by youths in any part of the United States. A summary of legal principles in effect at the time of publication is followed by sections on voting; jury duty; drinking laws; driving; contracts; employment; consumer protection; marriage, divorce, and children; criminal charges; military service; apartments; and credit. The booklet, however, does not offer legal advice, and for answers to specific questions adolescents are asked to check the sources mentioned in the booklet or to talk with a lawyer. A guide to government and community resources in Wisconsin is included. (RM)

ED 256 717 SP 025 861

Byrne, Robert L.; And Others
Annual Report, 1983-84. Office of Educational Research and Evaluation NCATE Organization.
Eastern Kentucky Univ., Richmond. Coll. of Education.
PUB DATE- Aug 84
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Admission Criteria; *Evaluation Criteria; *Evaluation Methods; Graduate Surveys; Higher Education; Long Range Planning; *Program Evaluation; *Schools of Education; Self Evaluation (Groups); *Teacher Education Programs
IDENTIFIERS- *Eastern Kentucky University

This report for the 1982-83 academic year at Eastern Kentucky University was organized to serve both as the annual report from the Office of Educational Research and Evaluation and as a resource document for the National Council for Accreditation of Teacher Education visitation team. Descriptions are given of the evaluation methods used and of the sequence in which they were administered. Information is provided on: (1) evaluation of entry students, testing procedures, and types of tests given; (2) demographic data on undergraduate students; (3) evaluation of degree and/or of competency examinations; (5) administration of the National Teachers Examination; (6) evaluation of teacher effectiveness; (7) instruments and procedures for evaluation of programs for educating exceptional children; (8) questionnaires used for follow-up surveys of graduates; (9) evaluation of graduates and advanced programs; (10) evaluation of results to improve basic programs; and (11) long-range planning for instituting computer literacy programs and for future evaluations. (JD)

ED 256 782 TM 850 237

Splaine, Pam; Gross, Susan
Preliminary Study of the MCPS Honors Program.
Montgomery County Public Schools, Rockville, Md Dept. of Educational Accountability.
PUB DATE- Aug 84
NOTE- 43p.; Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Admission Criteria; High Schools; *Honors Curriculum; Inservice Teacher Education; *Program Evaluation; Program Implementation; Racial Balance; Student Attitudes; Student Characteristics; Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Montgomery County Public Schools MD

This is a preliminary evaluation on the first year (1983-84) implementation of the expanded senior high school level gifted and talented Honors Program in the Montgomery County Public Schools (MCPS), Maryland. The Honors Program includes Advanced Placement courses, Advanced Level courses, and honors level work in designated MCPS Program of Studies courses. Data were collected from three sources: (1) student and teacher interviews at six high schools; (2) systemwide enrollment and performance data for the first semester; and (3) telephone interview comments from school administrators and guidance counselors. The study revealed findings in four areas: honors policy compliance; description of participating students; satisfaction with the Honors Program; and emerging problems. Findings show that the MCPS Honors program is in place and being implemented according to county guidelines in all areas except foreign language. The curriculum is differentiated and challenging. Honors program students believe they are learning more and better. Recommendations include: (1) continuing effort to encourage Black and Hispanic student participation; (2) adding and subtracting certain Honors Program Courses; (3) improving procedures for students exiting at mid-semester; (4) investigating the advisabiliy of Cluster Classes and independent studies; and (5) providing more training guides and materials. Appendices contain three tables with data on participation in each Honors Program course by race, sex, and grade distributions for these courses. (BS)

ED 256 434 JC 850 211

Bukey, John; And Others
Facilitating Transfer and Articulation.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 85
NOTE- 43p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 30-31, 1985). For a related document, see ED 250 025.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; High Schools; *Intercollegiate Cooperation; Minority Groups; Postsecondary Education; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In 1984, the Board of Governors of the California Community Colleges established the transfer function as a priority for emphasis, and a plan was developed to address this priority. This report reviews the initial 1984 plan on transfer in light of subsequent developments. First, background material discusses the decline in community college transfers to the University of California and the California State University systems in the late 1970's and reviews recent cooperative efforts involving different segments of higher education to improve the transfer function. Next, a conceptual framework within which to view the issues of transfer and articulation is presented. This framework includes definitions of transfer and articulation and the assumptions underlying these processes. Then, a matrix is provided which identifies major articulation and transfer issues and presents recommendations that have arisen concerning the transfer function. The matrix emphasizes issues that involve cooperation between community colleges and high schools, other community colleges, and four-year colleges. The next section presents a plan of action for addressing the issues elaborated on the matrix, covering: (1) academic issues (i.e., inter-institutional issues of academic quality that affect transfer; articulation of courses and programs between high schools and community colleges, and community colleges and four-year institutions); (2) delivery of services to students; (3) underrepresented student concerns; and (4) research and analysis. (HB)

ED 256 586 SE 045 518

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6003-22; ISBN-0-88315-520-6

PUB DATE- 83

NOTE- 357p.; For part 1 of teacher's manual see SE 045 517. For student workbook see SE 045 515-516. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 3; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction, Objectives; Primary Education; *Teaching Methods; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 3 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 68 modules on over 120 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; multiplication; division; fractions; decimals; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 614 SE 045 548

Science Unlimited: Teacher's Guide to the Intermediate Lessons.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.

PUB DATE- 84
NOTE- 186p.; For related documents, see SE 045 547-548 and SE 045 550.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Earth Science; *Educational Television; *Elementary School Science; Intermediate Grades; Lesson Plans; *Physical Sciences; *Science Activities; Science Education; *Science Instruction; *Teaching Methods
IDENTIFIERS- *Pennsylvania

Science Unlimited (Pennsylvania Department of Education's elementary science effort) has developed a series of television programs for use in the primary and intermediate grades. These television programs form an integral part of science lessons which emphasize direct involvement of children with materials and ideas, provide for individual and group activities, are competency-based, use only easily available equipment and materials, and are keyed (via a curriculum matrix) to computer software and other resources. This guide contains the information necessary to teach lessons in which children in intermediate grades investigate: ice and water; chemistry; color; strips and liquids; geology; weather; sound; evaporation; floating things; simple machines; bouncing objects; electricity; energy; heat loss; and animals. This information includes (when applicable) lesson aims and competencies fostered, instructional strategies (including those related to use of the television programs), list of materials/equipment needed, background information, and resource materials for the teacher. General comments about the nature and use of Science Unlimited in teaching science and the instructional approaches used in the program are provided in an introduction. (JN)

ED 256 687 SO 016 431

U.S. Perspectives: International Action on Aging. A Background Paper Prepared by the American Association for International Aging for the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Doc-98-478

PUB DATE- Jan 85

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Aging (Individuals); Comparative Analysis; Demography; *Futures (of Society); Global Approach; *International Cooperation; *Older Adults; Population Distribution; Public Policy; Social Action

IDENTIFIERS- Congress 98th; *United Nations

In response to challenges and guidelines set forth in the 1982 International Plan of Action on Aging (IPAA) by the World Assembly on Aging, this background paper summarizes (1) immediate and long-range reasons for the World Assembly; (2) content and significance of the IPAA and the factual base on which action plan decisions were made; (3) follow-up steps taken within the United Nations system since the World Assembly; (4) similarities and diversities among peoples as they become more aware of aging as a factor affecting the quality of life for all generations; and (5) the past and future role of the United States in supporting recommendations of the IPAA, in expressing its support for a continuing U.N. priority to aging concerns, and in maintaining communication with other nations on aging issues of mutual concern. Data in chapter one build a case for action on aging. Several key points of the IPAA are made in chapter two. In chapter three, responses by the United Nations and by individual nations since 1982 are detailed, while chapter four focuses specifically on past and future responses of the United States. Appendices include a fact sheet on the American Association for International Aging, the complete text of the IPAA, an annotated list of trust fund projects approved or earmarked for funding, a state department report on the World Assembly on Aging, and the concluding chapter of Charlotte Nusberg's "Innovative Aging Programs Abroad: Implications for the U.S." (LH)

ED 256 701 SO 016 457

Understanding Taxes 1985 and Teacher's Guide to Understanding Taxes 1985.

Internal Revenue Service (Dept. of Treasury), Washington, D.C.
PUB DATE- 85
NOTE- 138p.; Sample tax forms contain small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civil Liberties; Economics; Glossaries; High Schools; Instructional Materials; Political Influences; Politics; Resource Materials; Tax Credits; Tax Deductions; *Taxes; Tax Rates; United States History; Units of Study

The major objective of this booklet and guide is to help high school students understand the U.S. tax system. The student booklet consists of eight modules. The first module discusses taxpayer responsibilities and rights. Methods of paying taxes are discussed, privacy rights are described, and the functions of the Collection and Criminal Investigations of the Internal Revenue Service are outlined. The second module teaches students how to prepare an income tax return. Specific instructions for completing forms (1984 tax year) 1040EZ, 1040A, and 1040 are provided. The history of taxation is the focus of the third module. The fourth module discusses the economics of taxation. The politics of taxation (i.e., the executive branch's role in tax legislation, how Congress passes tax legislation, and how Congressional members are influenced by politics), is treated in the fifth module. The sixth module examines state taxes. Facts and fallacies about the Internal Revenue Service are described in module 7. The last module contains a glossary of tax terms. The teacher's guide presents specific instructions for developing each module. Learning activities and discussion questions are suggested, and answers to problems and quizzes are provided. (RM)

ED 256 734 SP 025 999

Bruhn, Karl

The Helsinki Test. The Inkblots and Using the Test. Research Bulletin 62.

Helsinki Univ. (Finland). Dept. of Education.

REPORT NO.- ISBN-951-45-3484-0

PUB DATE- 18 Aug 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Association Measures; Diagnostic Tests; Foreign Countries; Intelligence Tests; *Projective Measures; *Psychological Evaluation; *Psychological Testing; Visual Measures

IDENTIFIERS- *Helsinki Test; *Rorschach Test

Karl Bruhn, professor of education at Helsinki University for almost 20 years, in addition to writing a history of education, concentrated particularly on carrying out further investigations with his Helsinki Test which was publicly released in 1953. The use of this test is presented in this posthumous article by Bruhn. The Helsinki Test is a simplification of the Rorschach-type technique, designed so it is possible for the constructor, using relatively simple mathematical procedures, to replace to a relatively great extent, the subjective evaluations that the Rorschach user is commonly confronted with. Instructions for using the test are presented in four sections: (1) experimental apparatus and environment; (2) scoring and different response variables; (3) evaluation of intelligence; and (4) description of character qualities. Test figures are appended with interpretation of varying responses. (JD)

ED 256 797 TM 850 284

Ebert, Mary K.; And Others
A Guide to Evaluating Programs for Handicapped Preschoolers.
Montgomery County Public Schools, Rockville, Md.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Office of Special Education.
PUB DATE- 83
NOTE- 317p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Classroom Observation Techniques; Data Analysis; *Disabilities; *Evaluation Methods; Handicap Identification; Interviews; Models; Preschool Education; Program Administration; *Program Effectiveness; *Program Evaluation; Questionnaires; Screening Tests; *Special Education; Student Placement; Student Records; *Young Children
IDENTIFIERS- Montgomery County Public Schools MD

This manual was developed to provide a model for evaluating programs for handicapped preschoolers that can be used by all Maryland school districts regardless of size or resources. The model has five components: (1) how children are identified as handicapped; (2) what type of testing takes place before and after a child is placed in a program; (3) procedures for determining a child's program placement; (4) program effectiveness; and (5) program management of communication and recordkeeping procedures. The manual has four sections. The Overview familiarizes the reader with the model and how it can be used. The Evaluation Model section details the model's components and subcomponents, plus provides evaluation questions, data collection instruments, and suggestions for adapting and using the instruments. The third section, Managing Data, offers suggestions for collecting data, preparing data for analysis, analyzing the data, and writing up results. The Appendices contain a glossary of terms, an annotated bibliography, descriptions of different instrument types, information on instrument format, codes and identification numbers, a sample checklist and letters, information on how to calculate, establish and maintain inter-observer reliability, and sample summary reports. The model is presented as a menu from which users may pick and choose, depending on their interests and experience. (BS)

ED 256 812 TM 850 308

Collins, Robert A.; Goldinher, Martin R.

Evaluative Summary of the Dade County Public Schools Elementary Gifted Program.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Nov 84

NOTE- 27p.; For related document, see ED 155 884.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academically Gifted; Attitude Measures; Educational Objectives; Elementary Education; Elementary School Teachers; *Parent Attitudes; Parent Participation; Program Evaluation; Program Implementation; Program Improvement; School Districts; Special Education; *Special Programs; Student Placement; Talent Identification; Teacher Attitudes

IDENTIFIERS- *Dade County Public Schools FL; Mail Surveys

The Elementary Gifted Program in the Dade County Public Schools (DCPS), Florida, serves approximately 2,000 elementary school students through 13 school-center programs and 12 recently implemented home-school-based programs. The school-center program involves transportation from the home school to the center two days per week, while the home-school-based model provided gifted instruction in the student's home school. This preliminary evaluation describes the planning objectives, and instructional activities which characterized the program and identifies parental preferences for program features. Data were collected from questionnaires mailed to parents of all gifted students and a survey of program teachers through visitations at all program sites. Problematic areas noted by parents included the amount of time taken to identify and place children in the program, their understanding of grading standards, their knowledge of groups interested in gifted education, and regular program versus gifted program interaction. Parents were most supportive of the program objectives of creativity, problem solving, and communications skills and content areas including qualitative pursuits and hard sciences. Teacher lesson plans, objectives, and activities appeared appropriate at almost every site. Based on these findings, seven recommendations are made for program improvement. The appendix contains the parent questionnaire and responses. (BS)

ED 256 449 JC 850 232

Losak, John
Success on the CLAST for Those Students Who Enter the College Academically Underprepared. Research Report No. 84-04 and Academic Progress of Students at Miami-Dade Who Were Initially Not Eligible to Enroll in the State University System. Research Report No. 84-30.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- 84
NOTE- 13p.; For related documents, see JC 850 231-233 and JC 850 235-236.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; *High Risk Students; *Scores; Two Year Colleges; *Two Year College Students

Two studies were conducted at Miami-Dade Community College (MDCC) to assess the academic performance of students who entered the college with low skill levels or test scores. The first study sought to assess the proportion of associate of arts (AA) graduates passing at least three of four of the College Level Academic Skills Test (CLAST) subtests who had taken prior developmental course work. The study found that among students who passed three of four CLAST subtests there was virtually no difference in the percentage pass rate between students who took no developmental courses and those who took only one, though the pass rate for those who took more than one developmental class dropped dramatically. Using the criterion of passing four of four CLAST subtests, there was a difference between students who took one developmental class (57.6% passed) and those who took no developmental classes (73.6% passed). The second study sought to determine the number of students who were initially not eligible to enter the state university system on the basis of their test scores who succeeded in passing all four of the CLAST subtests. Study findings revealed that of 195 students not eligible to enter the state university, 97 passed all four CLAST examinations and 151 passed at least three of four subtests and were hence eligible to transfer to the state university system. (HB)

ED 256 462 PS 014 486

Bessette, Janelle M.; And Others
The Influence of Children's Self-Schemata on Self and Other Perceptions.
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Structures; Elementary Education; *Elementary School Students; Individual Differences; Personality Development; *Personality Traits; *Predictor Variables; Research Needs; *Schemata (Cognition); *Self Concept
IDENTIFIERS- *Social Perception; Social Problem Solving

An investigation explored whether preadolescent children have developed self-schemata which serve in making judgments about trait behavior for both self and others. Seventeen males and [illegible] females between the ages of 10 and 11 who attended a public elementary school on Long Island were interviewed. Children rated themselves relative to classmates with reference to traits of smartness, funniness, and neatness; indicated how important each trait was for his or her self-definition; completed three tasks of social problem solving, each of which corresponded to one of the target traits; and answered five prediction questions (first about a story character's future behavior and then about their own behavior). Results show that subjects had developed schemata on trait dimensions which function in predicting future behavior for themselves and others, when this behavior is related to schematic dimension. Children who rated themselves high on traits and those who rated themselves low (categorized as schematic and aschematic, respectively) did not differ in their predictions for behaviors unrelated to schematic dimensions. Schematic children made finer discriminations between schema-relevant and schema-irrelevant behaviors for both themselves and story characters. They also appeared to have more organized self-structures which serve as guides in making judgments for themselves and others, with the latter judgments not being egocentric generalizations from the former. (RH)

ED 256 492 PS 015 100

Osborne, Ken

Middle Years Sourcebook: Some Suggestions for the Education of Early Adolescents.

Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0181-3
PUB DATE- 84
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childhood Needs; *Curriculum; Definitions; *Discipline; Educational Change; Educational History; Foreign Countries; Individual Characteristics; Junior High Schools; *Middle Schools; Program Implementation; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Developmental Patterns; *Early Adolescents; Manitoba

Written primarily for teachers, this sourcebook explains the characteristics and needs of young adolescents and examines the kinds of curricula and teaching most appropriate for them. Chapter 1 provides definitions, a history of the junior high school, and a discussion of the characteristics of education in the middle years. Chapter 2 describes the physical, intellectual, moral, emotional, and social aspects of the development of young adolescents. Chapter 3 focuses on the needs of students to which middle years education should respond. Chapter 4 covers topics related to teacher performance, including teacher qualities, facilitating student transition from concrete to formal operational thought, individual differences, teacher response to student needs, teaching strategies, organizing active learning, and combining child- and subject-centered approaches to learning. The discussion of the middle years program in chapter 5 points out ways the program can be related to student needs, offers rationales for teaching general studies and learning skills, and suggests ways teachers can promote students' personal growth. Chapters 6 and 7 respectively examine factors relating to student evaluation and discipline, two major concerns of teachers and parents of children in their middle years. In conclusion, chapter 8 deals with the subject of organizing and implementing a successful middle years program. An extensive bibliography is included. (RH)

ED 256 533 RC 015 237

Schnorr, Janice M.

Field-Based Rural Special Education Programs in the Center for Excellence in Education.

PUB DATE- Mar 85
NOTE- 22p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; American Indian Education; Course Descriptions; Higher Education; *Masters Programs; *Organizational Change; Program Descriptions; Program Development; *Rural Education; *Schools of Education; *Special Education; Teacher Education Programs
IDENTIFIERS- Arizona; *Field Based Programs; Navajo Special Education Teacher Develop Prog AZ; New Mexico; *Northern Arizona Univ Center Excellance in Educ

Evolution of Northern Arizona University's new Center for Excellence in Education (the former College of Education) is traced and its interaction with the university, schools, and public agencies is illustrated through discussion of two special education training programs. An overview is provided of the numerous changes resulting from the reorganization and from the leadership changes needed to develop the Center; an organizational chart is included. The presentation centers on the partnerships and strategies developed through two special education training programs designed to prepare master's level special educators from rural areas in Arizona and New Mexico. Detailed descriptions of the two programs--the Navajo Special Education Teacher Development Program and the Rural Special Education Project--cover course descriptions, course meeting schedules, stipend options, and areas of certification. It is noted that 26 Navajo graduate students are currently completing courses through the combined field-based and on-campus program and that 11 graduate students from rural areas in Arizona and New Mexico have been funded through the Rural Special Education Project. One course--Bilingual Multicultural Aspects of Special Education--which was specifically developed upon request of the Navajo Tribe is discussed in detail. Commentaries from the Center's leaders are presented in the appendix. (CHG)

ED 256 559 RC 015 275

Haenn, Joseph F.

Analysis of Project MERLIN Scopes and Topics Checklist.

Pennsylvania State Dept. of Education, Harrisburg.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 11 Oct 84
NOTE- 21p.; For related document, see ED 245 855.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Data Analysis; *Databases; Human Resources; *Migrant Education; Migrant Health Services; Migrant Programs; *Online Systems; Resource Materials; *Subject Index Terms
IDENTIFIERS- Migrant Educ Resources List Information Network

The computerized database of Project MERLIN (Migrant Education Resource List Information Network) contains information about people, programs, and written materials, and a survey was designed to determine whether MERLIN's listing of scopes and topics was appropriate for classifying the database's content. The survey was distributed to MERLIN's consortium members (16 state departments of education and 3 national clearinghouses with migrant interests) and others knowledgeable about migrant health and/or education. Twenty-five respondents completed the survey (11 consortium members; 14 others). Respondents were asked to rate each of the 12 chosen scopes and each of the topics within each scope on a 5-point scale ranging from definitely change to definitely not change. Based on the responses, the following scopes were identified as needing major revision: Administration, Cultural Studies, Dropout Prevention, Educational Programs, Parent and Community Involvement, and Special Education. Career Education, English as a Second Language, Bilingual Education, Health and Human Services, Identification and Recruitment, and Vocational Education were the scopes identified as needing minor revision. The Migrant Student Record Transfer System scope did not need any changes. It was suggested that the ERIC thesaurus be used as the basis for the categorization and retrieval system, replacing the current scopes and topics. (PM)

ED 256 672 SO 016 414

Gudmundsdottir, Sigrun

A Teacher's View of the Icelandic Social Studies Curriculum Project: Response to Wolfgang Edelstein.

PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Education; Foreign Countries; Global Approach; Instructional Improvement; Program Descriptions; Program Implementation; *Social Studies; Teacher Education; Teaching Methods
IDENTIFIERS- *Iceland

The experience of a teacher confronted with implementing materials and approaches of the Iceland social studies curriculum project is narrated. These materials presumed a knowledge of developmental psychology and educational theories of Piaget, Kohlberg, Bloom, and Taba, translations of which are not readily available to Icelandic teachers. The paper stresses that implementation of any curricular change is a dynamic process, in which teachers use their own knowledge and backgrounds to adapt new materials to their situations. In order for teachers in Iceland to use the new curriculum, it had to be changed from its original intentions. Yet, despite the changes, it remained a program that altered social studies instruction from an emphasis on fact to one that uses a broader approach. It also improved teacher education. Even though the curriculum now in use is neither the old one or the new one proposed by the curriculum project, these changes will have a permanent impact on education in Iceland. (IS)

ED 256 751 SP 026 072

Cypress, Beulah K.
Health Care of Adolescents by Office-Based Physicians: National Ambulatory Medical Care Survey, 1980-81.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-Pub-PHS-84-1250
PUB DATE- 28 Sep 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Drug Use; Health Needs; *Health Services; *Medical Care Evaluation; *Medical Services; *Physicians

This report examines the nature of the conditions presented by adolescents and the health care provided by office-based physicians. The characteristics of patients are noted and the reason for the visit to the doctor and the length of the visit are summarized. Tables present information on: (1) average annual rate of office visits of adolescents and all other age groups by sex, race, and age; (2) number of office visits made by adolescents and all other age groups and percent distribution by visit characteristics; (3) number of office visits made by adolescents and percent distribution by the 20 most frequent principal reasons for the visit; (4) number of office visits made by adolescents and percent distribution by the 20 most frequent principal diagnoses, according to age; (5) number of drug mentions in office visits made by adolescents and all other age groups and percent distribution by therapeutic category; (6) number and percent distribution of drug mentions in office visits made by adolescents and percent distribution by age and most frequently named drugs; and (7) number of generic drugs utilized in office visits made by adolescents by age and the 30 most frequently used generic substances. (JD)

ED 256 767 SP 026 155

Henderson, David L.; And Others

Political Profile and Voting Patterns of Texas Teachers.

PUB DATE- 83

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Boards of Education; Elementary Secondary Education; Local Issues; *Political Issues; *Public School Teachers; *Teacher Associations; Teacher Attitudes; *Voting

IDENTIFIERS- *Texas; *Voting Behavior

A study summarized the voting patterns to form a political profile of Texas teachers. A questionnaire was sent to 500 teachers who were members of the Texas State Teachers Association in 1983. General information was collected on nineteen characteristics of teachers, including such categories as sex, marital status, place of birth, place of residence, and political contributions. The most significant findings were: 36 percent of the teachers did not live in the school district in which they taught; and, 76 percent of the teachers voted for the candidates endorsed by the professional association. Implications are briefly discussed and responses are summarized in tabular format. (JD)

ED 256 826 UD 024 115

The Afro-American Family: Historical Strengths for the New Century.

Association for the Study of Afro-American Life and History, Inc.

PUB DATE- 85
NOTE- 370p.
AVAILABLE FROM- Association for the Study for Afro-American Life and History, Inc., 1401 14th Street, NW, Washington, DC 20005 ($42.50 including postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Black Family; *Black History; Black Influences; Business; Education; Elementary Secondary Education; Health; Military Service; Religion; Socioeconomic Status; United States History

Instructional materials on the role of the black family in American history are collected in this study kit. Consisting of eleven separate informational pamphlets and an assortment of photographs and information sheets, the kit also includes advice on employing these materials in the elementary and secondary school classroom and with adults. Three pamphlets contain, respectively, general essays on the black family in history, general classroom activities, and a bibliography. The remainder focus on these specific topics: (1) selected family histories (in two volumes); (2) health; (3) religion; (4) the Afro-American family as educator; (5) economics and occupations; (6) business; and (7) the military. (KH)

ED 256 477 PS 015 073

Jacobson, Sandra W.; Dowler, Jeffrey K.

Effects of Pre- and Postnatal Caffeine Exposure on Human Infants.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.

PUB DATE- Aug 84

NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

GRANT- CR808520010

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Infant Behavior; *Infants; Mothers; Motor Development; *Personality; *Physical Development; Pregnancy; *Prenatal Influences; Test Reliability; Test Validity

IDENTIFIERS- Breastfeeding; *Caffeine; *Postnatal Influences; Self Report Measures

An investigation was made of the behavioral effects of caffeine in a sample of 313 newborns and their mothers. A weighted measure of caffeine based on daily ingestion of coffee, tea, and cola was derived from a maternal interview. The majority of mothers consumed the equivalent of about 1.3 cups of coffee per day. Infant outcome measures included birth size, gestational age, and behavior as measured by the Brazelton Neonatal Behavioral Assessment Scale. To control for potential confounding variables possibly responsible for any observed caffeine effects, a list of 30 potential confounds was compiled. All control variables that correlated with a given substance at an alpha level less than or equal to .10 were considered potential confounds and included in regression analyses. Results showed that maternal caffeine consumption prior to pregnancy predicted lower birthweight, poorer orientation, and greater arousal and irritability. Each of these outcomes, except orientation, was related to exposure in a dose-dependent fashion. Related research found that infants whose mothers consumed higher levels of caffeine while breastfeeding had higher motor development scores than infants of mothers consuming lower levels of caffeine. Additionally, a study of the reliability and validity of maternal report of caffeine use indicated that, while women had the most difficulty recalling their consumption of caffeinated soft drinks during pregnancy, their reports were quite reliable regarding coffee and tea. (RH)

ED 256 506 PS 015 120

Rogers-Warren, Ann K.; And Others

Longitudinal Changes in Mothers' Questions to Their Language Learning Children.

PUB DATE- Apr 85

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Child Language; *Cues; Expectation; Infants; *Language Acquisition; Language Research; Longitudinal Studies; *Mothers; Toddlers; *Verbal Communication

IDENTIFIERS- Communication Patterns; *Communication Strategies; Developmental Patterns

Changes in mothers' strategies for eliciting verbal responses (EVR's) as a function of child age were investigated in this study. Seven mother-child dyads were observed in their homes when the children were 16, 21, 24, 30, and 34 months of age. Mother EVR's were coded according to syntactic form, type of cue for child response, and complexity of the child's expected response. Developmental trends were apparent across all three dimensions. Diversity of mother EVR's and complexity of expected child response were correlated with increases in the mean length of children's utterances (MLU). Generally, EVR's requiring more complex child responses and providing fewer cues increased with child age and MLU. The mother's feedback for child responses to various cues was correlated with her use of EVR's including those cues, and with complexity of child's expected response. Individual analyses of three hierarchical levels of cues (modeling, direct requests for label, and open-ended information/opinion seeking questions) revealed different developmental trends for each cue level. (Author/RH)

ED 256 520 PS 015 144

Schneider, Wolfgang
The Role of Conceptual Knowledge, Strategy Knowledge, and Specific Mnemonic Context in the Development of Organizational Processes in Memory. Paper 3/1985.
Max-Planck-Inst. for Psychological Research, Munich (West Germany).
SPONS. AGENCY- Volkswagen Foundation, Hanover (West Germany).
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Association (Psychology); *Classification; Cluster Grouping; Cognitive Development; Comparative Analysis; Elementary Education; *Elementary School Students; Grade 2; Grade 4; *Memory; *Metacognition; Recall (Psychology)
IDENTIFIERS- Developmental Patterns; *Strategic Behavior

The present study investigated the relationship between developmental shifts in the organization of materials and developmental changes in deliberate strategy use. Second- and fourth-grade children were presented with clusterable sort/recall lists representing the factorial combinations of high and low inter-item association and high and low category relatedness. Strategy use in the task was rated by the experimenter and also assessed via self-reports. General and task-related strategy knowledge (metamemory) were also examined. Second graders displayed more category clustering during recall for highly associated items than for weakly associated items, whereas older children showed high sensitivity to both organizational dimensions. Correlations among measures of metamemory and organizational behavior indicated that second graders were generally unaware of the importance of categorization strategies for facilitation of recall. On the other hand, sorting during study and task-related metamemory was found to be the most important predictor of fourth graders' recall performance, thus indicating that most fourth graders use categorization strategies deliberately. (Author/RH)

ED 256 546 RC 015 257

Dreier, William H.
Colleges and Schools: Partners for Iowa's Education.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Arcturus Club (Cedar Falls, IA, March 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Cooperative Programs; Educational History; Elementary Secondary Education; Higher Education; Institutional Role; *Private Colleges; Private Schools; *Public Schools; *Rural Areas; Student Teachers; *Teacher Distribution; *Teacher Education Programs; Urban Education
IDENTIFIERS- *Iowa; Normal Schools; *Partnerships

The normal school began in Iowa in 1849, developed early partnerships with local districts, and evolved into the current situation of 29 teacher education institutions (TEIs). By 1980, 42.5% of Iowa's population was rural; a 1981-1982 study showed 37.5% of Iowa's students were in rural districts. A follow-up placement study of the University of Northern Iowa's 1981 teacher education graduates showed 37.8% found rural placement in other states and 31.5% found rural jobs in Iowa. Since only one TEI was located in a rural place, it became clear that partnerships to prepare teachers for rural places must involve urban TEIs working with rural local school districts (LSDs). A 1984 study requested information from the 29 TEIs about their partnerships with LSDs and private schools and the number of cooperating teachers involved. Each of the responding 27 TEIs was in partnership with 1 or more LSDs or private schools--in or beyond Iowa--for a total of 264 LSDs, 61 private schools, and 1,510-1,688 cooperating teachers. The number of partnerships per TEI ranged from 0-45, with an average of 12. Two-thirds of the reporting TEIs were partners with 1 or more rural schools for a total of 102, or 31.4%, rural school partnerships. (BRR)

ED 256 573 SE 045 505

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level K.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-600K-10; ISBN-0-88315-517-6
PUB DATE- 84
NOTE- 316p.; For part 2 see SE 045 506; for student's workbook, see SE 045 503-504. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Elementary School Mathematics; Instructional Materials; *Kindergarten; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part of the workbook for kindergarten pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 51 modules on 76 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; graphs, probability, statistics; and problem solving. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 601 SE 045 533

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 7.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6007-32; ISBN-0-88315-524-9

PUB DATE- 83

NOTE- 266p.; For part 2 of teacher's manual see SE 045 534. For student workbook see SE 045 531-532. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Grade 7; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; *Teaching Methods; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 7 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 58 modules on 49 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 629 SE 045 563

Horak, Willis J.
A Meta-Analysis of Learning Science Concepts from Textual Materials.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Concept Formation; Elementary Secondary Education; *Instructional Materials; *Meta Analysis; Science Education; *Scientific Concepts
IDENTIFIERS- *Printed Materials; Science Education Research

Meta-analysis techniques were used to analyze the effects of different types of aids to learning science concepts from textual materials. The studies analyzed dealt with aids for selecting the important information contained in written materials and aids for building internal connections among the parts of printed materials. Studies pertaining to advance organizers or to student elaboration activities were not considered. Analyses show: (1) an overall average effect size, indicating that students may be aided in their understanding of science concepts from textual materials; (2) the overall effective was positive; (3) the effect size varied considerably depending upon the type of dependent measure; and (4) the results of blocking studies on other variables was not clear, and many of the computed effect sizes were small. These results indicate that most students can be expected to benefit from forms of textual structuring that aid them in selecting the important concepts and that also aid them in making internal connections within the presented materials. It is possible that computer presentation of textual materials will make this even more feasible. (JN)

ED 256 643 SO 016 332

Vasco, Carlos E.
Tagging along with the Urban Poor in Colombia 1973-1983. A Contribution to the Chapala Workshop 1983.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Mar 83
NOTE- 23p.; Paper from the Project on Human Potential. For other project papers see ED 254 446-472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Activism; Case Studies; Community Characteristics; Foreign Countries; *Poverty; Quality of Life; *Slums; Social Problems; Social Structure; Social Studies; *Urban Areas
IDENTIFIERS- *Colombia; Squatter Settlements

The history of an urban squatter settlement in Bogota, Colombia, and the author's experiences with its residents in the last ten years are summarized. Topics covered include the unfriendly relationship between the government and squatter settlements; the history of the relationship between the government and this particular barrio; the demography of the settlement where the author lives; the myth that residents of such communities are only marginally involved in the larger society; the social, religious, and political organization of this barrio; community activism by its residents; and the author's personal experiences as he became involved in the settlement both as a priest and as a community member. A list of research papers of the Project on Human Potential concludes the paper. (IS)

ED 256 657 SO 016 357

Searing, Susan, Comp.; Shult, Linda, Comp.

Women and Science: Issues and Resources and Women and Information Technology: A Selective Bibliography.

Wisconsin Univ. System. Women's Studies Librarian at Large.

PUB DATE- Jan 85

NOTE- 17p.; For related bibliographies, see SO 016 358-359.

AVAILABLE FROM- University of Wisconsin System Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706 (single copy free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Biographies; Books; *Employed Women; *Females; *Feminism; *Information Science; Nonprint Media; Organizations (Groups); Periodicals; Reference Materials; *Sciences; Scientific Principles; Scientists; Technology; Womens Studies

IDENTIFIERS- *Microelectronics

Two bibliographies list over 120 books, journal articles, reference materials, statistical sources, organizations, and media relevant to women's roles in science and in information technology. The first bibliography emphasizes books, most of which were published in the late 1970's and the 1980's, that present a feminist critique of scientific theory and practice. Some recent biographies and other works about women scientists are also included. Very few journal articles are listed. Also listed in this first bibliography are resources for further research, including bibliographies on women and science, review essays, indexes to articles in related fields, biographical sources, statistical sources, and organizations. The second bibliography annotates books and pamphlets published in the 1980's that deal with women and microelectronics manufacturing and applications. This second bibliography concludes with listings of periodicals, nonprint media, and resource organizations. (RM)

ED 256 718 SP 025 864

Byrne, Robert L.; And Others
From Admissions through Employment. Annual Report from the Office of Educational Research and Evaluation. Fall 1980, Spring 1981, and Summer 1981.
Eastern Kentucky Univ., Richmond. Coll. of Education.
PUB DATE- Aug 82
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Admission Criteria; Data Collection; Enrollment Trends; Higher Education; *Minimum Competency Testing; *Personality Measures; Preservice Teacher Education; *Teacher Education Programs; *Testing Programs; Vocational Followup

Data collected on the Eastern Kentucky University College of Education by the Office of Educational Research and Evaluation for the 1980-81 academic year are presented. Information is included on: (1) basic skills and personality tests; (2) administration of the National Teachers Examination; (3) competency examinations; (4) establishing validity for competency examinations; (5) demographic data; (6) pre-college education of students; (7) enrollment changes and predictions; (8) follow-up procedures; (9) undergraduate survey; and (10) changing admission criteria. Data are illustrated with both tables and figures. (JD)

Petersen, Allan; And Others
Acceptable Reimbursable Costs Guidelines in Determining Community Services Fees.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 85
NOTE- 9p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 30-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; *Community Services; Continuing Education; Educational Finance; Educational Legislation; *Fees; *Financial Policy; Financial Support; Program Costs; *State Aid; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Guidelines for California's community colleges are proposed with respect to acceptable reimbursable costs in determining community services fees. These guidelines are offered in the aftermath of the 1984 passage of an amendment to the Education Code, section 78305, which prohibits expenditures of State General Fund monies to establish and maintain community services classes and which mandates the adoption of guidelines defining acceptable reimbursable costs for which a fee might be charged. First, the report addresses three issues to put the requirements of the amended code provision in perspective: (1) a definition of community services; (2) a funding history of community services programs; and (3) an examination of existing funding patterns. Next, recommendations and guidelines for future funding are provided, including the proposals that the costs considered for reimbursement should be limited to direct costs, direct support costs, and certain indirect support costs; that in applying the recommended guidelines local districts should consider the class costs; and that in as much as the amendment to the Education Code prohibits the use of State General Funds for the support of community services offerings, decisions about other sources of support for community services should remain with local districts. Information on the regulatory and statutory authority for community services programs is appended. (HB)

ED 256 587 SE 045 519

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2004-23; ISBN-0-88315-529-X
PUB DATE- 83
NOTE- 110p.; For part 2 of workbook see SE 045 520. For teacher's manual see workbook see SE 045 521-522. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Grade 4; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 4 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Seventy-three performance objectives are included in this part of the grade 4 workbook, designed to develop computational skills with whole numbers, fraction skills, measurement skills, and problem solving. (MNS)

ED 256 615 SE 045 549

A Recommended Science Competency Continuum for Grades K to 6 for Pennsylvania Schools.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Biological Sciences; *Earth Science; Elementary Education; *Elementary School Science; *Physical Sciences; *Process Education; Science Education; Student Attitudes
IDENTIFIERS- *Pennsylvania

This continuum is designed to be used as a guide to aid science educators, elementary teachers, administrators, and others in developing elementary school science curricula. It is divided into five major competency areas: (1) processes of science; (2) biological science; (3) physical science; (4) earth and space science; and (5) attitudes (toward classwork, interests and careers, personal use of science, oneself, and science and society). Each competency area is divided into specific subgroups with each subgroup referenced to two or more competency indicators or expected student behaviors. Each indicator is designated by a letter in a grade level column (K-3 and 4-6) which suggests the level at which the competency may be introduced (I), where it should be developed for comprehension (D), and where it should be reinforced (R). Information on how to use this continuum is included. (JN)

Kniker, Charles B.
Teaching about Religion in the Public Schools. Fastback 224.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-224-0
PUB DATE- 85
NOTE- 49p.; Publication of this fastback was sponsored by the Sacramento California Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Constitutional Law; Controversial Issues (Course Content); *Curriculum Design; *Educational Policy; Elementary Secondary Education; Literature; *Public Schools; *Religion; Social Studies; State Church Separation

The purpose of this booklet is to clarify what can be taught about religion in public schools while remaining within constitutional guidelines and using teaching material that is pedagogically sound. The first section, "Religion is a Fact of Life," covers the historical background, the current situation, and issues to resolve in teaching about religion. "Preparing to Teach about Religion" deals with the place of religion in the curriculum, teacher preparation, and resources. "The Bible in Literature Classes," discusses approaches to using the Bible and some classroom problems. The next section, "Teaching About Religion in the Social Studies," covers guidelines for this area, a sample lesson, and curriculum resources. "Community Relations and Teaching about Religion" deals with the controversies surrounding this topic, involvement of the community in developing policy guidelines, implementation of such guidelines, and resources. Two pages of additional references are also provided. (IS)

ED 256 702 SO 016 458

Richardson, Lynn J.
As the Crow Flies. A Social Studies/Newspaper Guide. A Newspaper in Education Service.
Johnson City Press-Chronicle, TN.
PUB DATE- 80
NOTE- 17p.
AVAILABLE FROM- Newspaper in Education Department, Johnson City Press-Chronicle, P.O. Box 1717, Johnson City, Tennessee 37605 ($3.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; Intermediate Grades; Learning Activities; *Newspapers; Secondary Education; *Social Studies; Teaching Methods

Appropriate for intermediate grades through high school, this social studies newspaper guide suggests learning activities using newspapers. The areas covered are history, geography, current events, the working class, sociology, the political scene, cultures, government, and travel. Suggested assignments include writing a feature or news interview story complete with quotes from a famous historical villain, collecting newspapers from capital cities of every state and some foreign countries over a six-week period, or reading articles about current events and discussing which ones have the most effect on students' daily lives. Other activities recommended are clipping advertisements to show the variety of businesses in the local community, studying the relationship of hot weather and crime, collecting foreign recipes, and collecting articles about capitalism, socialism, and communism and then discussing differences and similarities. A glossary of newspaper terms is also included. (IS)

ED 256 735 SP 026 013

Peterson, Paul E.; Peterson, Susan L.
Impromptu Teaching Model for Pre-Service Teacher Preparation.
PUB DATE- 20 Feb 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Laboratory Training; Lesson Plans; *Microteaching; Peer Teaching; *Preservice Teacher Education
IDENTIFIERS- *Impromptu Teaching Model; Reflective Teaching

The Impromptu Teaching Model was designed by the University of Central Arkansas for use by preservice teachers in laboratory teaching experiences. Two teaching exercises, microteaching and reflective teaching, form the basis for impromptu teaching. Microteaching provides teachers with the opportunity to master various technical skills of the active phase of teaching. Reflective teaching provides opportunities for teachers to consider why they were successful in meeting the objectives of a particular task, and to encourage analysis and inquiry into teaching strategies. By combining elements of both exercises, impromptu teaching provides a clinical teaching experience involving extemporaneous teaching in the preservice teacher's major area, and an opportunity to compare teaching strategies and planning procedures. (JD)

ED 256 752 SP 026 074

Putnam, Joyce; Barnes, Henrietta

Applications of Classroom Management Research Findings. Research Series No. 154.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 32p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Class Organization; *Classroom Techniques; Elementary Secondary Education; Followup Studies; *Inservice Teacher Education; Instructional Innovation; *Program Effectiveness; *Research Utilization; Staff Development; *Teacher Effectiveness

This study examined the long-term effects of providing a research-based approach to classroom management through a two-phase staff development process. The process was designed to promote teachers' ability to establish and maintain effective classroom groups. Teachers' uses of group-development principles, cooperative-learning strategies, and related student outcomes were investigated. Analysis of interviews and observational data suggested the possibility that the teachers' motivation for learning to manage instruction through cooperative groups was critical to the differences in observed performance. Teachers who used group-development strategies primarily as a means of classroom management were less successful than teachers who used group-development strategies to increase student responsibility, accountability, and productivity. Results of the study indicated the importance of having a teacher support group during initial implementation of new approaches to instruction. Colleagial problem solving proved to be a key factor in the success of the project. It also appeared that staff development programs that allow both direct and indirect contact with a teacher educator can be successful in accomplishing implementation goals. (JD)

ED 256 768 SP 026 159

Appel, Karen W.
America's Changing Families: A Guide for Educators. Fastback 219.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-219-4
PUB DATE- 85
NOTE- 47p.; Publication of this fastback was sponsored by the Texas Christian University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Divorce; Elementary Secondary Education; *Family Problems; *Helping Relationship; Legal Problems; One Parent Family; *Parent Child Relationship; *School Role; Stepfamily; *Student Needs; *Teacher Role

With new options for adoption, increasing numbers of children born out of wedlock, and higher incidence of divorce, the composition of the American family is changing. This monograph reviews the process of family change as it relates to the teacher's and school's role in helping children to cope with the adjustments family change impose. The emotional, mental, and financial stresses of parents and children are briefly discussed as they arise in the following problem areas: (1) single-parent families; (2) separation and divorce; (3) adjustment problems of children experiencing family change; (4) legal issues in the family change process; (5) adjustment problems of children relating to legal issues in the family change process; (6) step-parenting; and (7) adjustment problems to step-parenting. Suggestions are made for teachers and other school personnel to help children cope with these problems. Resources and references are included. (JD)

ED 256 783 TM 850 240

Tomblin, Elizabeth A.; And Others

First Year Evaluation of the Mathematics Pilot Programs, Grades K-8, and Appendices. Evaluation Department Report No. 381.

San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 23 Oct 84
NOTE- 177p.; This paper received the 1985 American Educational Research Association Division H Award for Best Report on Instructional Evaluation.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Classroom Observation Techniques; Comparative Analysis; Cost Effectiveness; Elementary Education; Mathematics Achievement; *Mathematics Instruction; *Pilot Projects; *Program Evaluation; Program Implementation; Statistical Analysis; Teacher Attitudes; Test Results; *Textbook Evaluation
IDENTIFIERS- Qualitative Analysis; Quantitative Analysis; *San Diego Unified School District CA

The San Diego Board of Education requested that pilot programs be conducted with commercially developed (Grades K-8) mathematics textbooks and programs in order to determine which of the programs/texts were superior, and whether a district-developed program could successfully compete with commercially produced materials. The pilot program evaluation study was designed to cover the school years 1983-84 and 1984-85. The results of the 1983-84 school year evaluation study are contained in this document. Quantitative and qualitative analyses were conducted in the areas of student achievement, cost effectiveness, staff opinion, program implementation, and weighted results. The appendices include: (1) Composition of Student Sample; (2) Student Achievement Level Performance on Total Math by Publishers; (3) Student Achievement Score Conversions, (4) Computation of Duplicating Costs; (5) Approved List of Pilot Program Materials; (6) Classroom Observation Forms; (7) Staff Survey Instrument; (8) Staff Responses to Inservice and Support Services Questions; and (9) Program Comparisons of All Factors Based on Equal Weightings. It was recommended that the results be used to refine the in progress second year study, and that Board of Education use those results to decide on new program adoptions. (DWH)

ED 256 798 TM 850 286

1984-At a Glance.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-84.10

PUB DATE- 84

NOTE- 9p.; This paper received the 1985 American Educational Research Association Division H Award for Best Summary Report. Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Compensatory Education; *Educational Assessment; Educational Change; Elementary Secondary Education; Long Range Planning; Program Evaluation; Remedial Mathematics; *School Districts; State Legislation; Test Results

IDENTIFIERS- *Austin Independent School District TX

This mid-1984 "snapshot" of the Austin Independent School District (AISD) focuses on three areas: (1) the state of learning in AISD schools as measured by achievement test results for college bound seniors, graduates, and high achieving, average, and low achieving students; (2) the changes needed in compensatory programs for low achieving students; and (3) the impact of recent state legislation. Common themes to guide the school system through the 1980's include: (1) more time skills development and priority on elementary mathematics for low achievers; (2) adjusting curricular and instructional strategies to criteria for promotion and graduation specified by the Essential Elements established by House Bill 246; and (3) long-range planning. (BS)

ED 256 827 UD 024 166

Mohapatra, Manindra Kumar

The Asian Indians and the American Challenge. An Occasional Paper Series.

Kentucky State Univ., Frankfort.

PUB DATE- 15 Apr 85

NOTE- 19p.; Paper presented at the Symposia and Festivals on India (Oberlin, OH, April 15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Asian Americans; Cultural Traits; *Ethnic Discrimination; Ethnic Status; *Group Status; Group Unity; Immigrants; *Indians; *Political Attitudes; Social Integration; *Socioeconomic Status

In the last 20 years, social science researchers have used a variety of methods to investigate the Asian Indian sub-culture in the United States. A national mail survey of over 200 Asian Indians uncovered a number of facts. The income, education, home ownership, and occupational profile of the sample projected an affluent image of the Asian Indian community. Only a minority of respondents had experienced discrimination and only 25% were supportive of the concept of a "protected class status" for Asian Indians. A majority had definite ideas about the public policy priorities of the American and Indian Governments and were very knowledgeable about pro- and anti-Indian politicians. Many Asian Indians are troubled by the image of India in the Western media, and have to rely on the weekly Asian Indian community papers to know what is happening on the Indian sub-continent. Also, while the Asian Indian community is, in general, well-educated and affluent, there is an emerging need for support services. Other areas of concern include the status of women, the immigration laws, the quest for harmony between Sikhs and Hindus, employment discrimination (especially within the medical profession), the difficulty of obtaining religious education for Hindu youth, and the elderly. Some of these needs are being addressed by the growing number of Asian Indian organizations, but many issues deserve a closer study from a scholarly perspective. (KH)

ED 256 450 JC 850 233

Belcher, Marcia
Initial Transcript Analysis for a Sample of Students Who Failed Two or More Sections Versus a Sample Who Passed All Four Sections of the June 1984 CLAST. Research Report No. 84-21.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 84
NOTE- 11p.; For related documents, see JC 850 231-232 and JC 850 235-236.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; Comparative Analysis; *Courses; *Failure; *Grades (Scholastic); Scores; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted at Miami-Dade Community College (MDCC) to assess the differences in the characteristics of students who failed two or more sections of the College Level Academic Skills Test (CLAST) compared to students who passed all four sections of the test. A total of 302 students failed two or more sections of the June 1984 CLAST and from this group a sample of 136 transcripts was drawn for analysis. A total of 845 students passed all four sections of the CLAST test and from this group a systematic sample of 101 student transcripts was drawn. Data was gathered on ethnic membership, native language, cumulative grade point average (GPA), credits earned, age, basic skills scores, date of entry to MDCC, current campus, and gender. From student transcripts, data were gathered on enrollments in English as a Second Language (ESL) and/or developmental courses, number of course withdrawals, number of English and math courses taken, and average English and math grades. Study findings revealed: (1) the sample of failers was more likely to list a language other than English as their native language, to have taken at least one ESL course, and to be older than the sample of passers; (2) 84% of the students who passed the CLAST test had 5 or fewer course withdrawals while 34% of those who failed had more than 5 withdrawals; (3) over 85% of those who passed the CLAST had a GPA of 2.5 or better in contrast to 50% of the failers; and (4) 45% of those who failed the CLAST had enrolled in developmental reading, 64% in developmental writing, and 36% in developmental math compared to 4%, 9%, and 13%, respectively, of those who passed the CLAST. (HB)

ED 256 493 PS 015 102

Schaefer, Earl S.; Edgerton, Marianna

Maternal Infancy Predictors of School Adaptation of Low-Income Children.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

PUB DATE- 25 Apr 85

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25, 1985).

GRANT- NICHD-1-R01-HD9003; NIMH-MH-35253

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; High Risk Students; Home Visits; Identification; *Infants; Interpersonal Competence; *Kindergarten Children; Longitudinal Studies; Low Income Groups; Models; *Mothers; Observation; *Parent Child Relationship; *Predictor Variables; Primary Education; *Student Adjustment; Verbal Ability

IDENTIFIERS- *Parent Behavior

An analysis of longitudinal data on a sample of low-income mothers and children was conducted to identify maternal characteristics during pregnancy and infancy that predict child school adaptation during kindergarten. The sample consisted of low-income mothers recruited while receiving prenatal services from public health clinics. The children, who were without major biomedical problems at birth, were studied during kindergarten in two sequential cohorts. Kindergarten follow-up was completed for 239 children, or 74 percent of the initial sample of 321. Mothers were interviewed during the third trimester of pregnancy and at 4 months and 12 months postnatally. Data on the mothers' demographic and psychological characteristics were collected with three structured interviews during pregnancy and during their child's infancy. Data on child adaptive behavior in kindergarten and on promotion to first grade were collected from teacher ratings on the Classroom Behavior Inventory. A high level of mother-infant interaction was found to be correlated with child verbal intelligence and academic competence. Maternal behavior with the infant observed in a single home visit provided better prediction of child academic achievement in kindergarten than did maternal education and receptive vocabulary. The correlations of maternal cooperation with the interviewer and of maternal demographic and psychological characteristics with maternal behavior and with child academic competence suggest that those characteristics might contribute to the early identification of families of children at risk for low academic achievement. A bibliography and seven tables conclude the paper. (RH)

ED 256 534 RC 015 238

Young, Raymond J.

Public Opinion Study in the Palouse and Garfield School Districts about School Related Issues and Concerns.

Washington State Univ., Pullman. Coll. of Education.

SPONS. AGENCY- Garfield School District, WA.; Palouse School District, WA.
PUB DATE- Dec 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Comparative Analysis; Cooperative Programs; Courses; Elementary Secondary Education; Information Sources; Needs Assessment; Parent Attitudes; Place of Residence; *Public Opinion; Questionnaires; *Rural Urban Differences; *School Activities; *School Attitudes; School Community Relationship; School Districts; *School Effectiveness; School Surveys; School Taxes; Sex Differences; Shared Services
IDENTIFIERS- *Garfield School District WA; *Palouse School District WA; Small Towns

To learn how residents of the Palouse and Garfield (Washington) school districts felt about school-related issues, a survey based on interviews was developed and administered in 1984 to a proportional sample between districts and between rural and city residents within each district. A specific sample of parents with children in Garfield's school was also queried. Results showed that the main sources of information about the schools were newsletters and students. Most respondents felt comfortable discussing school-related problems with a board member, administrator, or teacher, and most would assign their school's performance a B grade. Most respondents felt that improvement in educational programs should receive top priority. Other statistics in this report--evaluating the school districts, board, improvement priorities, and offerings--are generated by grouping respondents by gender, rural or city residence, and length of residence. Other results examine differences in opinion between the two districts regarding future modes of cooperation on educational programs, subjects and services that should be offered cooperatively, school qualities and needs for improvement, and the need for tax levies. Differences between the two districts are discussed and a 3-page summary highlights the results. The survey instrument is appended. (PM)

ED 256 560 RC 015 279

Photographs of Indians in the United States: Select Audiovisual Records.
National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.
PUB DATE- 77
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian History; *American Indians; Archives; Armed Forces; Children; Clothing; *Cultural Activities; Dance; Food; Games; Handicrafts; Housing; *Photographs; *School Activities; Transportation; Tribes
IDENTIFIERS- Fishing; Villages

Selected from pictorial records deposited in the National Archives by government agencies, the leaflet lists 194 photographs or copies of artworks portraying American Indians, their homes, and activities. The picture descriptions are grouped by such subject areas as the following: agency buildings (4 citations), agriculture (6), basketwork (3), camps (3), children (7), councils (4), crafts (4), dances (8), delegations in Washington, D.C. (5), female costumes (6), fishing (4), food preparation (5), games and recreation (3), groups (6), homes (12), hunting (3), individual portraits (42), male costumes (8), pictographs (4), pottery (3), prisoners (3), school activities (14), scouts for the Army (6), transportation (6), villages (6), weapons (4), weaving (4), and World War II activities (5). Each citation includes, if available, the name of photographer or artist, the date (1585-1957) of the item, and the identification number in italics. English names of individuals have been used, with native or secondary designations where known and where appropriate. An index by tribe follows the list. The leaflet concludes with instructions for ordering sets of slides, individual prints, negatives or slides of all photographs listed. (ERB)

ED 256 644 SO 016 334

The Global Classroom: An Annotated Bibliography for Elementary and Secondary Teachers.

Minnesota Univ., Minneapolis. Coll. of Education.

SPONS. AGENCY- Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.
PUB DATE- 84
NOTE- 39p.
AVAILABLE FROM- Global Education Center, 110 Pattee Hall, 150 Pillsbury Dr., SE, University of Minnesota, Minneapolis, MN 55455 (3.00, plus postage; $2.50 for 100).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Global Approach; Interdisciplinary Approach; Resource Materials; Social Studies; *World Problems

This bibliography identifies over 150 resources that help students understand the interdependent nature of the world. It is designed to be an overview rather than a comprehensive bibliography. Section I reviews books and articles that provide a basis for understanding the development of global education, its background, and basic definitions in the field. Section II contains a listing of instructional resources for specific subject areas and at specific grade levels. Section III lists selected organizations, associations, and other agencies that are a source of many of the items cited throughout the bibliography. Section IV lists books and journals in which research findings on global education are reported. Section V suggests possible sources of information and resources about global education outside traditional bibliographic sources, including courses, private voluntary organizations, foreign students, multinational corporations, news media, religious organizations, travel abroad, community groups, service organizations, agriculture, tourism, and transportation. Publication dates of resources range from 1979 to 1984; when applicable ERIC document numbers are provided. (IS)

ED 256 673 SO 016 415

Lowman, Robert P.
Research Funding for Psychology and Other Scientific Disciplines: An Analysis.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Aid; Federal Government; *Financial Support; *Psychology; *Social Science Research

From 1967 to 1982 federally funded research in psychology became increasingly dependent upon money from the Department of Defense and the Department of Health and Human Services. This is a return to the funding patterns that existed prior to the Korean war. While exact comparisons cannot be made with figures from before 1967 (because of changes in reporting procedures), it appears that research in psychology went through a period of rapid growth in funding and an increase in the diversity of funding sources from the end of the Korean war to 1967. Since 1967, budget constraints seem to have caused federal agencies to define more closely their mandates and eliminate research they do not consider central to their mission. Since it is usually not seen as central to these mandates, psychology research is an easy target for budget reductions. (IS)

ED 256 719 SP 025 866

Brown, Peggy Ann, Ed.
Teacher Education.
Association of American Colleges, Washington, D.C.
PUB DATE- 84
NOTE- 23p.
AVAILABLE FROM- Association of American Colleges, 1818 R St. NW, Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Teacher Education; Graduate Study; Higher Education; Liberal Arts; Policy Formation; *Preservice Teacher Education; Program Development; *Program Length; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs

Articles on improving preservice teacher education, with particular considerations on proposed five-year programs, are featured in this theme issue. In "Fifth Year Teacher Preparation: A Solution in Search Of a Problem," Alan R. Tom weighs the pros and cons of extending teacher preparation for a fifth year, noting the fact that high-quality education is not necessarily assured by extending a program. In his article, Hendrik D. Gideonse makes "A Case for Two-Year, Postbaccalaureate Preparation of Teachers." Descriptions are given in three articles of extended degree programs at Austin College, the University of Florida, and the University of Kansas. The competency-based teacher education program at Bowling Green Sate University is the subject of one article, and the topic addressed in another contribution is the emphasis placed on a liberal arts background at Brown University. Brief descriptions are given of programs at Appalachian State University, Central Washington University, Concordia College, Coppin State College, Kenyon College, the University of Maine at Orono, the University of Massachusetts-Amherst, the University of South Carolina, and the University of Wyoming. (JD)

ED 256 813 TM 850 309

Goldinher, Martin R.
Evaluation of the 1983-84 ECIA, Chapter II Program Development for the Artistically Talented Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Oct 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Attitude Measures; Curriculum Guides; Dance; Elementary Education; *Enrichment Activities; *Federal Programs; Music; *Parent Attitudes; Participant Satisfaction; Program Evaluation; Program Improvement; Questionnaires; School Districts; Student Attitudes; *Talent; Teacher Attitudes; Visual Arts
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The Program Development for Artistically Talented Project (ATP) in the Dade County Schools, Florida, funded by the Education Consolidation Improvement Act, Chapter 2, was designed to provide technical support to the locally funded program for artistically talented elementary students through: (1) the development of a curriculum/program guide; and (2) special funding for additional contracted teachers and a clerical support staff. The local program provided 90 minutes per day, four days per week, of special instruction in music, art, or dance to 121 students, grades three through six, identified as talented. This evaluation was designed to assess the support project funded by Chapter 2 and limited aspects of the ATP program. Results indicate that most Chapter 2 project activities occurred according to program specifications. Survey results from participating students, their parents, regular teachers, and ATP school administrators were generally very favorable. While program teachers were satisfied with student progress, only one third of them indicated that they would like to remain in the program. Ten recommendations for program improvement are made based on evaluation findings. Appendices contain the participants roster, the five evaluation questionnaires, and a contracted services chart. (BS)

ED 256 463 PS 014 551

UNICEF Annual Report. 1984.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 84
NOTE- 56p.
AVAILABLE FROM- UNICEF, 866 U. N. Plaza, New York, NY 10017 (Free of charge).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Children; Developing Nations; Disabilities; Drinking Water; Education; Emergency Programs; *Expenditures; Family Health; Females; Foreign Countries; *Income; *Nutrition; *Physical Health; Poverty Areas; Prevention; *Primary Health Care; Profiles; Program Descriptions; Social Services; Technology
IDENTIFIERS- Appropriate Technology; Basic Education; *UNICEF

This annual report reviews the work UNICEF has been doing to help transform the "Child Survival Revolution" from a dream into a reality. Discussion focuses primarily on child health and nutrition and other basic services for children. Throughout, the review is supplemented with profiles of program initiatives made to improve the conditions of the poor in developing countries. Colombia's primary health care services to people in the mountainous Cauca Department are profiled along with examples of programs designed to reduce infant morbidity and mortality in Zimbabwe, the Congo, the Philippines, and Indonesia. Discussion of other basic services for children concerns safe water supplies and sanitation (profiles from Nigeria and Burma); formal and nonformal education (profile from Bangladesh); urban basic services (profile from Brazil); women's activities (profile from Costa Rica); appropriate technology (profile from Nepal); and childhood disabilities. Discussion further concerns program support activities, advocacy for children, and emergency relief and rehabilitation (profile from Ethiopia). The review concludes with a map showing UNICEF program commitments in the developing world. Supplementing the review are charts; a map; tables indicating UNICEF's finances in terms of income, commitments, and expenditure for 1983-84; and a brief overview of UNICEF's philosophy, policies, methods of program cooperation, and supporting activities. (RH)

ED 256 478 PS 015 074

Malley, Janet E.; Barenbaum, Nicole B.
Maternal Employment Patterns and Mothers' and Children's Post-Separation Adjustment.
PUB DATE- Aug 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; *Divorce; Educational Attainment; *Employed Women; Employment Level; *Life Satisfaction; *Mothers

A total of 128 recently separated mothers and their children were interviewed and completed a number of adjustment measures. Mothers' work situation was assessed according to two variables: time at work and job level. Number of years of education was used as a predictor of mothers' work situation. Mothers' adjustment was assessed in terms of life satisfaction, mood disturbance, and stress symptoms. Children's adjustment was assessed using two indicators: negative affect and guilt. Children's post-separation adjustment was found to be related to their mothers' adjustment rather than to their mothers' work situation. Mothers' adjustment was related to job level but not to the amount of time spent at work. (Relationships among these variables are discussed.) (Author/RH)

ED 256 507 PS 015 121

Feldman, S. Shirley; Yirmiya, Nurit

Perception of Socialization Roles: A Study of Israeli Mothers in Town and Kibbutz.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was also supported by a grant from the Haas Fund, Stanford University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Child Rearing; Comparative Analysis; Day Care; Family Life; Foreign Countries; *Mothers; Nursery Schools; Parent Child Relationship; *Role Perception; *Rural Urban Differences; *Socialization
IDENTIFIERS- *Ideology; *Israel; Kibbutzim

Variations in mothers' role perceptions were studied as function of (1) the amount of time mothers spend with their children and (2) the cultural ideology of childrearing that assigns to the mother either sole or shared responsibility for socialization. Four groups of Israeli mothers of toddlers were studied. Among nuclear family mothers 21 had children in nursery school, and 22 had children in fulltime daycare. Among kibbutz mothers 23 lived on familial kibbutzim where children slept at home, and 22 lived on communal kibbutzim where children slept apart from their parents. Questionnaires assessed the mothers' perceptions of mother and caregiver influence and their use of disciplinary and nurturant techniques. Whereas the amount of time did not contribute to variations in role perceptions, childrearing ideology (sole versus shared socialization responsibility) showed strong effects. In accord with nuclear family ideology, daycare mothers perceived mothers as more influential and as using more of all socializing techinques than caregivers. In accord with their ideology of shared responsibilities, kibbutz mothers perceived caregivers to be as influential as mothers. Further, as specified by kibbutz ideology, kibbutz mothers reported that they used nurturance more and disciplinary techniques less than caregivers. The importance of cultural ideology on parents' role perceptions is discussed. (Author/RH).

ED 256 547 RC 015 262

Barker, Bruce

A Study Reporting Secondary Course Offerings in Small and Large High Schools.

PUB DATE- May 85

NOTE- 12p.; Paper presented at the Rhode Island Department of Education Conference (Providence, RI, May 23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *Comparative Analysis; *High Schools; National Surveys; Public Schools; *School Size; *Secondary School Curriculum; *Small Schools; Statistical Significance

IDENTIFIERS- *Large Schools

A national study of small and large high schools was undertaken in 1984 to collect data regarding the extent of curricular offerings and then to determine whether the differences were statistically significant. Two random samples were used: the first consisted of 475 schools with enrollments of less than 400 and the second was composed of 900 schools with enrollments of over 1,000. Questionnaires mailed to school principals in the two samples included listings of 104 different course offerings arranged in 13 subject areas. Of the 104 courses surveyed, 77 were available to students more frequently in large schools, with 3[illegible] of those courses showing a significant difference (e.g., art, business education, foreign languages, industrial education, and mathematics). Only 26 courses were offered at a higher frequency in small schools with 2 showing significant differences (vocational agriculture and animal husbandry). It would appear that most students attending small/rural high schools face curriculum disadvantages uncommon to students who attend larger high schools. A table compares course offerings in the samples including those identified as significantly different. (CHG)

ED 256 602 SE 045 534

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 7.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6007-32; ISBN-0-88315-524-9
PUB DATE- 83
NOTE- 333p.; For part 1 of teacher's manual see SE 045 533. For student workbook see SE 045 531-532. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Grade 7; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 7 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 58 modules on over 130 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 630 SO 016 218

Kopec, Richard J.
Geography: No "Where" in North Carolina 1984.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Background; Educational Research; *Geography; Geography Instruction; Higher Education; *Knowledge Level; Trend Analysis; *Undergraduate Students
IDENTIFIERS- *North Carolina

To determine college students' level of geographic awareness, a test was administered to 2,200 students (both freshmen and upperclassmen) in eight colleges and universities in North Carolina. The test, which required students to complete statements about geography, was patterned after a geography examination sponsored by the New York Times in 1950 that was administered to 4,752 students throughout the United States. Descriptive information concerning each student's geography background was also obtained. Seventy-one percent of the students who took the test never had reference to geography in their elementary schooling, 65 percent never had a course in junior high school relating specifically to geography, and 73 percent had no geography in senior high school. The students' poor geographic background may account for their lack of geographic factual knowledge as revealed by the test. If 70 percent is considered a passing grade, 97 percent of the freshmen and 93 percent of the upperclassmen failed. The extent of geographic ignorance displayed by the students is illustrated by a breakdown of scoring on individual questions. A copy of the geography test used is provided. Data on student background and comparison of the 1984 test with the New York Times (1950) test scores are also included. (RM)

ED 256 658 SO 016 358

Loeb, Catherine, Comp.; Searing, Susan, Comp.

The Lives and Politics of Latinas in the United States: A Selective Bibliography and Women and Politics in Latin America: A Selective Bibliography.

Wisconsin Univ. System. Women's Studies Librarian at Large.

PUB DATE- Feb 84

NOTE- 24p.; For related bibliographies, see SO 016 357-359.

AVAILABLE FROM- University of Wisconsin System Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706 (single copy, free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Books; Civil Rights; Doctoral Dissertations; *Females; Feminism; Latin American Culture; *Latin Americans; Life Style; Masters Theses; *Minority Groups; Periodicals; Political Attitudes; *Politics; Sex Discrimination; Sex Fairness; Social Action

Two bibliographies list over 200 sources of information on Latin American women living in the United States and in Latin America. The first bibliography cites books, chapters from books, journal articles, pamphlets, dissertations, and theses dealing with the lives and politics of Mexican-American, Cuban, Puerto Rican, and Central and South American women who are living in the United States. Only English language materials published since 1970 are included. Politics has been interpreted in the broadest possible sense to include the politics of the domestic as well as the public sphere. Listings are organized by the following categories: general works; Chicanas; Cubanas; Puertorriquenas; and statistical portraits, bibliographies, and reviews of the literature. Addresses of selected sources are provided. The second bibliography cites books, chapters in books, and journal articles on women's political roles in Latin America. Only English language materials published since 1974 are included. The bibliography is divided into three sections: general; national studies (in alphabetical order by country); and bibliographies and reviews of the literature. (RM)

ED 256 736 SP 026 021

Food Consumption: Households in the United States, Seasons and Year 1977-78. Nationwide Food Consumption Survey 1977-78, Report No. H-6.

Department of Agriculture, Washington, D.C.

PUB DATE- Jun 83
NOTE- 342p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Consumer Economics; Dietetics; *Eating Habits; *Food; Food Standards; National Surveys; *Nutrition

This report presents data on food consumption for the year 1977-78 with seasonal variations gathered by a survey of 14,023 households across the United States. As a part of an on-going effort by the Department of Agriculture, the report provides statistical information on American food habits, the kinds and quantities of food people eat, and the money value of that food. Dietary levels of household food are determined by calculating the nutrient content of the food reported and by comparing the results to recommended amounts of nutrients for persons of the sex and age of those eating in the household. Data are provided on the weekly household food consumption of more than 400 food groups and items for the year, April 1977 through March 1978, and for each of the four seasons contained in that period--spring, summer, and fall of 1977, and winter of 1978. Information includes quantity and money value of foods, and the percentage of households using those foods during the week. (JD)

ED 256 799 TM 850 287

Reading Results Announced. Assessment Update British Columbia Reading Assessment .

British Columbia Dept. of Education, Victoria.

PUB DATE- Dec 84

NOTE- 7p.; Document contains small blue print.

AVAILABLE FROM- Learning Assessment Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia, Canada V8V 2M4.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Assessment; Educational Planning; Elementary Secondary Education; *Foreign Countries; Grade 4; Grade 7; Grade 10; Reading Achievement; *Reading Attitudes; *Reading Comprehension; Sex Differences; Student Attitudes; *Testing Programs; *Test Interpretation; *Test Results

IDENTIFIERS- British Columbia; *British Columbia Reading Assessment; Domain Referenced Tests

The results of the May 1984 British Columbia Reading Assessment were presented in this summary report. Highlights of the survey, summary tables of important results, and conclusions and recommendations made by the Contract Team were outlined. The students in grades four, seven, and ten completed achievement surveys and attitude scales. Five domains were identified by an advisory committee of classroom teachers and subject specialists. Items were developed to assess students' competence in each area. The domains assessed were Words and Expressions; Literal Comprehension; Inferential Comprehension; Critical Comprehension; and Locates/Uses Information. The next assessment of reading is scheduled to take place in 1988. (DWH)

ED 256 521 PS 015 147

Rogoff, Barbara; Radziszewska, Barbara
The influence of Collaboration with Parents versus Peers.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Comparative Analysis; *Cooperation; Parent Child Relationship; *Parent Influence; *Peer Influence; *Planning; *Young Children

In this study, 32 9-year-olds worked with either their parent or a friend to plan routes to carry out errands; following this collaboration, the children carried out another version of the task independently. The study thus focused on (1) the effects on the individual's planning skills of having worked with an adult or with a peer and (2) the differences between individual and collaborative planning. Findings indicated that adult-child dyads planned their routes with significantly more explicit references to the strategies to be used in planning and to the definition and characteristics of the problem. Children who had collaborated with adults produced much more efficient plans than those who had worked with peers. Extent to which the dyad had determined sequences of moves predicted subsequent individual performance. It is concluded that the experience of planning with an adult enhances children's subsequent independent planning skills on a related task. (RH)

RC

ED 256 574 SE 045 506

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level K.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-600K-10; ISBN-0-88315-517-6

PUB DATE- 84

NOTE- 274p.; For part 1 see SE 045 505; for student's workbook see SE 045 503-504. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computation; *Elementary School Mathematics; Instructional Materials; *Kindergarten; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for kindergarten pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 51 modules on 81 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; graphs, probability, statistics; and problem solving. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 616 SE 045 550

Science Unlimited: Grades K-6 Competency Matrix.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.

PUB DATE- 84
NOTE- 252p.; For Science Unlimited primary grade lessons, see SE 045 547; for intermediate grades, see SE 045 548; and for competency continuum, see SE 045 549.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Course Descriptions; *Earth Science; Educational Television; Elementary Education; *Elementary School Science; *Physical Sciences; *Process Education; Science Education; Science Instruction; Student Attitudes
IDENTIFIERS- *Pennsylvania

This competency matrix matches the primary and intermediate Science Unlimited lessons with the established competencies which appear in the Science Unlimited competency continuum. Primary lessons deal with: investigating dripping faucets; classification/sorting; smell; eyes; color; air; weather; observation and description; mystery boxes; change; simple machines; measurement; electricity; magnetism; thermometers; life cycles; animals; and other topics. Intermediate lessons deal with: ice and water; chemistry; color; geology; weather; sound; evaporation; floating things; simple machines; bouncing objects; heat loss; ecology; oceanography; nutrition; seasons; and other topics. For each lesson the process, attitudinal, and content competencies are identified. Then the video model, lessons, and the six most commonly used elementary science textbook series are keyed to indicate how they deal with these prestated competencies. This arrangement makes it possible for schools using Science Unlimited to key their textbooks and to use them for the content component. (By the opening of the 1985-86 school year, this matrix will include the remaining text series in common use in Pennsylvania schools, as well as listings of computer software.) (JN)

ED 256 703 SO 016 459

Art 7, Art 8, Art 9. Curriculum Guide 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 444p.; For teacher resource guide, see SO 016 460.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Curriculum Guides; Developmental Stages; Disabilities; Educational Objectives; Evaluation Methods; Foreign Countries; Gifted; Grade 7; Grade 8; Grade 9; Junior High Schools
IDENTIFIERS- Alberta

This curriculum guide for grades 7-9 describes a sequential course focusing on: (1) drawings (the ways of recording visual information and discoveries), (2) composition (the way images are put together to create meaning), and (3) encounters with art (where people find art and how they respond to it). In drawing, students acquire a repertoire of approaches to record visual information, develop the ability to investigate visual relationships, communicate by developing technical competence and individual insight, and develop their skills at evaluation. In composition, students develop competence with the components of image, analyze the relationships among components of images, and express meaning through control of visual relationships. In encounters, students investigate the sources of images, how art differs from culture to culture and through time, and the cultural impact of images. Specific objectives and concepts to be covered in each grade and for each of the three areas are given along with study approaches, resources, and evaluation approaches. Appendices cover the developmental characteristics of students, approaches for use with special students, evaluation, and art criticism. (IS)

ED 256 769 SP 026 185

Exercise and Your Heart.
National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.
REPORT NO.- NIH-81-1677
PUB DATE- May 81
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aerobics; *Cardiovascular System; *Exercise; *Heart Rate; *Physical Activities

This pamphlet presents information on the effects of physical activity on the heart and practical guidelines for starting and staying on an exercise program. The following topics are discussed: (1) the benefits of getting sufficient exercise; (2) possible risks in exercising compared to benefits; (3) when to seek doctor's advice and prevention of heart attacks; (4) common myths about exercise; (5) which exercises condition the heart and lungs; (6) how to start, increase, and maintain an exercise program; and (7) ways to avoid injuries. Two sample exercise programs are outlined and advice is given on becoming more active throughout the day. (JD)

ED 256 784 TM 850 241

Achievement Goals Program Report of Findings, Staff Survey: 1983-1984. Evaluation Services Department Report No. 366.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

PUB DATE- 18 Sep 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Educational Objectives; Elementary Secondary Education; Mathematics Instruction; Program Effectiveness; *Program Evaluation; Reading Instruction; School Districts; School Surveys; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Achievement Goals Program; *San Diego Unified School District CA

The implementation evaluation of the Achievement Goals Program (AGP) included a survey of program users. This report presents the findings of that survey conducted in 1984. The users included teachers, resource teachers, and site administrators. The AGP was first initiated by the San Diego City Schools to meet the demands of the court. The Evaluation Department considers input from the program managers, site principals, and board members prior to developing the survey each year. The 33 item survey uses a Likert Scale response ranging from positive to negative. The survey assesses overall perceptions, AGP Additions or Revisions, and Technical Assistance. The appendices include the AGP Survey Instrument and Answer Sheet, General Comments by Elementary and Secondary Respondents, and Comments by Item. The primary audience for this report is program and district staff. (DWH)

ED 256 436 JC 850 213

Petersen, Allan; Nelson, Jim
Proposed Guidelines for Telecommunications Courses.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 85
NOTE- 23p.; Discussed as Agenda Item 6 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 30-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Television; *Statewide Planning; *Telecourses; Two Year Colleges
IDENTIFIERS- *California

Proposals are presented for policy development and planning for telecommunications courses in California community colleges, along with a paper which addresses the need for statewide telecommunications planning to serve the community colleges. After background material discusses the history of attempts at statewide planning for telecommunications in the colleges, the guidelines for educational telecommunications courses are presented. The guidelines cover the instructional delivery methods utilized; general requirements; course review and approval procedures; appointment and evaluation of faculty; course evaluation; student performance; and student services. The next section examines prospects for statewide planning for telecommunications courses in the California community colleges, focusing on the issues of liaison with other groups and segments; state planning in telecommunications; national efforts to use telecommunications technology to extend educational services to those unable to reach campuses; planning in California community colleges, including local efforts to develop courses utilizing new systems; the exploration of emerging technologies; and a summary of some of the questions that need to be answered in planning telecommunications for the state's community colleges. Appendices include a list of members of the Chancellor's Advisory Committee on Telecommunications and a telecommunications glossary. (HB)

ED 256 588 SE 045 520

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2004-23; ISBN-0-88315-548-6
PUB DATE- 83
NOTE- 133p.; For part 1 of workbook see SE 045 519. For teacher's manual see SE 045 521-522. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; Fractions; Geometric Concepts; *Grade 4; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 4 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 120 performance objectives are included in this part of the grade 4 workbook, designed to develop computational skills with fractions, number and numeration concepts, measurement skills, and other mathematical topics. (MNS)

ED 256 674 SO 016 416

Stinson, Susan W.
The Social/Moral Context of the Arts Curriculum: A Critique.
PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Curriculum Design; Educational Needs; *Educational Philosophy; Elementary Secondary Education; Relevance (Education)

By not considering the meaning of art, schools easily find a superficial niche for the arts in the curriculum. Thus, art education is usually viewed as a diversion designed for recreation or as a "carrot" to attract students to the larger curriculum. Its peripheral position is revealed by the miniscule amount of time allotted it, the lack of goals set for it, and, ironically, by the fact that art is seen only as a plus--a little added glitter--and not as a subject addressing deep or controversial issues. However art is not just about hearts and flowers; it is also about anger and despair. It exists in a social and moral context. The arts curriculum, therefore, should consist not only of creating, performing, and observing art; it should also include opportunities for reflection and for expanding consciousness beyond one's self and one's art into the larger world. This approach, however, will make it more difficult to fit art into the curriculum because it challenges the concept of art as something separate and recreational. Yet, until art education addresses these issues, it will remain a trivial part of the curriculum. (IS)

ED 256 689 SO 016 433

Huber, Bettina J.
Embarking upon a Career with an Undergraduate Sociology Major.
American Sociological Association, Washington, D.C.
PUB DATE- 82
NOTE- 35p.; For a related document, see SO 016 434. Document contains small print throughout.
AVAILABLE FROM- American Sociological Association, 1722 N. St., N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Graduates; Employment Interviews; *Employment Opportunities; Higher Education; *Job Search Methods; Job Skills; Resumes (Personal); *Sociology; Undergraduate Students

This booklet is designed to help undergraduate sociology majors find employment in related areas in which they would like to work. Topics include identifying personal interests and skills, researching possible careers, finding out what those careers are really like by interviewing people working in those areas, writing effective letters and resumes, applying for jobs, presenting oneself well in employment interviews, and avoiding rejection shock. Job hunters are encouraged to look beyond the classified advertisements to find the majority of jobs, which are never advertised publicly. A three-page bibliography giving further sources for career and job hunting information is also included. (IS)

ED 256 753 SP 026 075

Feiman-Nemser, Sharon; Buchmann, Margret

The First Year of Teacher Preparation: Transition to Pedagogical Thinking? Research Series No. 156.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 36p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Education Majors; Fundamental Concepts; Higher Education; *Individual Differences; Learning Experience; Learning Processes; Maturity (Individuals); Personality Traits; *Preservice Teacher Education; *Program Attitudes; *Student Attitudes

In considering the questions of what sense teachers make of their professional education and what they learn during teacher preparation, two case studies are presented, based on an analysis of interviews across the first year of teacher preparation. The first student was enrolled in an academic-learning program which emphasized the importance of theoretical and subject matter knowledge in learning to teach. Field experiences were limited, brief, and connected with specific course requirements. The other student participated in a decision-making program, emphasizing generic methods of teaching and research-based decision making with personal reflection. Regular time was spent in classrooms aiding, observing, and teaching small and large group lessons. The studies reveal how differences in personal history and formal preparation can help or hinder the transition from commonsense to professional thinking. They also suggest that very little normatively correct learning can be trusted to come about in teacher preparation without instruction that takes into account the preconceptions of future teachers. (Author/JD)

ED 256 814 TM 850 310

Gross, Susan

Survey of Graduating Seniors: Class of 1983.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Jan 85
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Course Evaluation; *Curriculum Evaluation; Educational Planning; High Schools; *High School Seniors; Minority Group Children; Racial Differences; School Surveys; Sex Differences; *Student Attitudes; Student Educational Objectives; Student Evaluation of Teacher Performance
IDENTIFIERS- *Montgomery County Public Schools MD

The Montgomery County Public Schools (MCPS) Department of Educational Accountability (DEA) administered a broad based survey to graduating seniors in MCPS high schools in May 1983. This first annual survey will be the foundation of a proposed longitudinal follow-up of graduates. The survey assessed students' perceptions of the educational program provided to them by MCPS, especially concerning attitudes about their high school courses, teachers, and other staff. Results indicated general satisfaction, but there were some areas which required improvement. The priorities adopted by the Board of Education on September 13, 1983 and students' reports were examined. The priorities included: (1) improvement of student test performance in English, Mathematics, and Science/Technology; (2) teaching and learning higher order intellectual skills; (3) minority student participation in special programs for gifted and talented, higher level academic courses, and extracurricular activities; (4) increasing organizational effectiveness and employee capabilities; and (4) improving students' abilities in independent learning, responsibile citizenry, and effective group membership. Nine appendices present tables of students' ratings of teachers, courses, and preparation in skill areas. (DWH)

ED 256 828 UD 024 177

Wernick, Walter

Using the Swedish Model to Motivate the Development of Family/Ethnic Backgrounds as Educational Resources in American Schools.

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Background; Cultural Pluralism; Educational Objectives; *Educational Policy; *Educational Resources; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Immigrants; Models; Native Language Instruction; Public Policy; Second Language Instruction
IDENTIFIERS- *Sweden

Educators rarely attempt to exploit the positive features of their students' family and ethnic backgrounds as helpful resources for instruction. Rather, they seek out students' individual differences only when problems arise. Thinking positively about the influences of particular features becomes lost in problem-centered efforts to maintain test scores and preserve the system. Energies and resources of a developing, integrative self are ignored, thus obscuring the real meaning of education: to make individuals, with personal and social identities, more productive. The first priority in catalyzing educational change is to sharpen and solidify national social policy regarding the education of students from different cultural backgrounds. Then, educational leaders must be held to a firm standard of managerial competence with respect to educational programs designed to meet those social policies. Sweden provides a model for developing such a system. In Sweden, the education of ethnics is shaped by three policies: (1) equality (assuring immigrant groups of living conditions equivalent to those of the national population); (2) freedom of choice (enabling minorities to decide the extent to which they are to retain their original cultural and linguistic identity); and (3) partnership (cooperation between minority/majority populations). These policies are implemented in several ways. Most notable is the delivery of home language instruction and Swedish language instruction to all immigrants below the age of 18. (This paper concludes with a list of recommendations for applying the Swedish model to American schools.) (KH)

ED 256 479 PS 015 075

Furman, Erna

Mothers, Toddlers and Care.

PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Special Workshop of the Cleveland Center for Research in Child Development (Cleveland, OH, March 1984) and at the Michigan Infant Mental Health Conference (Ann Arbor, MI, April 20-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Child Caregivers; Child Development; *Day Care; Early Childhood Education; *Family Day Care; Family Problems; *Mothers; *Parent Child Relationship; Personality Development; *Toddlers
IDENTIFIERS- *Caregiver Role; Parent Caregiver Relationship; Parent Child Separation

Exploring the stresses and dangers substitute mothering may pose to a toddler's personality development, this paper points out behavioral hallmarks of toddlerhood, describes the main developmental tasks toddlers have to master, and discusses factors that facilitate healthy development during this phase. Special emphasis is given to the most crucial factor: the role of the mother-toddler relationship. Subsequent discussion focuses on ways substitute mothering may affect the primary mother-child bond, what happens when the separation of mother and child overtaxes the mother's and the child's stress tolerance and interferes with their relationship, and how substitute mothering can be adapted to lessen inherent stresses and perhaps avoid ill effects. (RH)

Barker, Bruce
Rural Adult Learners: An Emerging Clientele for Continuing Education.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Conference of the National University Continuing Education Association (70th, Louisville, KY, April 13-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; *Continuing Education; Definitions; *Delivery Systems; Extension Education; *Outreach Programs; Policy Formation; Population Growth; *Rural Education; Rural Environment; Rural Urban Differences; Urban to Rural Migration
IDENTIFIERS- Cooperative Extension Service; *Educational Issues

Since 1975 a reverse in rural to urban migration has created an increasing population of rural adults who require the availability of continuing education programs; 28.8 % of the population now resides in rural areas. Although characteristics of urban and rural populations differ significantly, both have similar continuing education needs. In October, 1983, the U.S. Department of Education announced a "Rural Education Family Education Policy for the 80's" which recognized rural education's need for equitable services, funds, information, and assistance. Nonetheless, rural learners, often in lower income brackets, may find tuition costs and transportation problems difficult obstacles. Rural learners are often older and less educated than their urban counterparts, which may lead to discomfort and lack of confidence in an educational setting. The Cooperative Extension Service delivers most continuing education programs to rural America. While teacher-class approaches are commonly preferred by rural adults, other delivery systems such as computers, electronic mail systems, mobile vans, seminars, newsletters, correspondence courses, etc., are gaining acceptance and becoming more available. The emergence of a new rural America challenges continuing educators to provide meaningful outreach programs that will be: (1) sensitive to rural needs, (2) practical, (3) empowering, and (4) supported by educational services to assist in balancing job, family, and community responsibilities. (PM)

ED 256 548 RC 015 263

Reck, Una Mae Lange; And Others
The Effects of Ethnicity, Class and Residence on Student Participation in a Southern Appalachian High School.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Clubs; Comparative Analysis; *Ethnicity; High Schools; *Place of Residence; *Rural Urban Differences; *School Activities; *Socioeconomic Status; *Student Participation
IDENTIFIERS- *Appalachia (South)

To examine effects of ethnicity, SES, and residence on students' participation in formal clubs, activities, and sports, a survey was administered to 1,450 students at a county-wide consolidated high school in southern Appalachia. The purpose was to investigate the significance of Appalachian ethnicity as an explanation for behavior and to understand factors influencing internal social structure in high schools. The survey included three general sections. The first elicited background information to establish students' family ties to Appalachia, SES, and residence; the second elicited information concerning past and present participation in high school clubs, etc.; the third asked questions about employment, after-school work at home, and transportation. Participation in various activities was then compared separately with SES, residence, and ethnicity. All of the variables of SES, residence, and Appalachian ethnicity showed significant relationships to the level of participation and the type of participation. Students who were Appalachian, rural, and from the lower socioeconomic class participated in clubs, activities, and sports significantly less than did non-Appalachian students who resided in town and were from the middle or upper socioeconomic class. Residence and SES strongly mediated the influence of ethnicity; higher SES and town residence appeared to overcome the liabilities of being Appalachian. (CHG)

ED 256 645 SO 016 336

Kopecky, Frank J., Ed.; Wilkin, Rebecca S., Ed.
Current Illinois Legal Issues. Second Edition.
Sangamon State Univ., Springfield, Ill.
PUB DATE- Jan 83
NOTE- 65p.; Contains random articles reprinted from "Illinois Issues" (December 1977-February 1982), published by Sangamon State University.
AVAILABLE FROM- Illinois Issues, K Building, Sangamon State University, Springfield, IL 62708 ($4.95, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Constitutional Law; *Controversial Issues (Course Content); Court Judges; Courts; Criminal Law; *Justice; *Legal Education; *Legal Problems; Secondary Education; *State Courts; State Government
IDENTIFIERS- Equal Rights Amendment; *Illinois; Juries; *Law Related Education

Designed as supplementary reading in American government or social studies courses, this compilation of articles is intended to help students gain a better understanding of the judiciary's role in the Illinois legal system. The first of three sections contains articles about judges and the court system. The second section examines the criminal justice system including the grand jury, criminal sentencing, the problem of court backlog, and crowded prisons. The third section is devoted to issues that have recently been debated in the Illinois political system. Articles included are: "Should Judges Be Elected or Appointed?" (Frank Kopecky); "Illinois Judges: Too Much Retention and Too Little Selection" (Paul Lermack); "Illinois Trial Judges: Pragmatic Fact Finders" (Stephen Daniels, Rebecca Wilkin, and James Bowers); "The Illinois Appellate Court: The Wheels of Justice Grind Exceeding Slow" (Janeen Burkholder); "Cameras in the Courtroom: Will Illinois Be Next?" (Mike Strand); "The Grand Jury System" (Ed Nash); "Justice Delayed: Illinois and Its Speedy Trial Act" (Marilyn J. Rice); "Analyzing Class X under the U.S. and Illinois Constitutions" (David F. Schwartz); "An Inequity in Sentencing Law" (James K. Zerkle); "No Room behind Bars" (John F. Boyle); "The Chain Gang and ERA's Bitter End (Diane Ross); "'Scientific Creationism' Challenges Theory of Evolution" (Julie A. Dutton); "Gun Control: Moving to the Home Front" (John J. McCarthy); "New Open Meeting Law: Visions and Revisions" (Dona Gerson); "Remapping: The Decennial Poker Game" (Diane Ross); and "Look-Alike Drugs" (Julie A. Dutton). (LH)

ED 256 659 SO 016 359

Loeb, Catherine, Comp.
Jewish Women's Studies: Selected Sources.
Wisconsin Univ. System. Women's Studies Librarian at Large.
PUB DATE- Oct 84
NOTE- 15p.; For related bibliographies, see SO 016 357-358.
AVAILABLE FROM- University of Wisconsin System Women's Studies Librarian-at-Large. 112A Memorial Library, 728 State St., Madison, WI 53706 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anti Semitism; Biographies; Books; *Females; *Feminism; History; *Jews; Judaism; Lesbianism; Literature; Oral History; Periodicals; Primary Sources; Reference Materials; Religion; Resource Materials; *Womens Studies

Included in this annotated bibliography are over 150 books, chapters in books, and journal articles dealing with Jewish women and Jewish feminism. Only English language sources have been cited, and the majority of titles focus on the experience of Jewish women in the United States. Most of the items included were published in the 1970's and 1980's. The bibliography is organized into eight parts: Background Sources; History; Jewish Religious Life and Tradition; Biography, Autobiography, Diaries, Letters, Oral History; Literature (fiction, poetry, and literary criticism); Contemporary Jewish Feminism and Lesbian Feminism (including works on anti-Semitism in the women's movement); Reference Sources; and Periodicals. The addresses of some of the publications are also included. (RM)

ED 256 720 SP 025 875

Robbins, Jerry H.

Comments on Grade Point Average for Admission to Teacher and Administrator Preparation Programs.

PUB DATE- 85

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Standards; *Administrator Education; *Admission Criteria; Educational Testing; *Grade Point Average; Higher Education; Policy Formation; Schools of Education; State Standards; Student Evaluation; *Teacher Education Programs

IDENTIFIERS- *Georgia

A response is given to the recommendation of the Georgia Governor's Education Review Commission that the grade point average (GPA) requirements for admission to undergraduate teacher education programs in Georgia be raised from the present 2.5 to 2.7. Brief summaries are presented of five studies dealing with the relationship of GPA for admission to teacher education to quality of teaching. A discussion is also offered on the recommendation that the GPA requirement for admission to administrator preparation programs be raised from the present 2.5 on undergraduate work to 3.0. Twelve negative comments are presented on recommendations to raise the GPA requirements for admission to both teacher education and administrator preparation programs, and it is concluded that no changes should be made until six specific conditions are met. (JD)

ED 256 737 SP 026 039

Fun & Fitness. Youth Physical Fitness Survey and Program Highlights. A Navy Youth Program. Resource Guide 1.

Department of the Navy, Washington, D.C.

PUB DATE- Mar 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Day Camp Programs; Outdoor Activities; Parent Participation; *Physical Fitness; Program Implementation; *Recreational Programs; Team Sports; *Youth Programs
IDENTIFIERS- *Navy

This booklet offers information on a variety of programs being offered for Navy youth by the Navy Recreation Services. The guide illustrates the types of programs being conducted, and highlights some exceptional programs. A chart presents a listing of youth team sports, indoor and outdoor sports, special events, fitness camps, parent clubs, and volunteer coaches and the naval bases where the programs are available. Fourteen exemplary programs are described with the address of the naval base and a brief outline of the purpose of the program. Outlines are provided of rules and regulations governing the development and implementation of the programs. (JD)

ED 256 451 JC 850 234

Morris, Cathy
Fall Profile: 1984-85 Closing Fall Enrollment Analysis. Research Report No. 85-05.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Feb 85
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Community Colleges; Enrollment Trends; Ethnic Groups; Females; Males; Multicampus Colleges; *Student Characteristics; Student Educational Objectives; Student Placement; Two Year Colleges; *Two Year College Students

This report provides a profile of Miami-Dade Community College (MDCC) enrollment for the end of fall term 1984. The first section summarizes general enrollment trends over time by campus and by selected demographic variables. The next sections provide a summary of the ethnic composition of the students at MDCC, a description of MDCC students by age categories, and an analysis of trends for new and continuing students. The following section presents a 3-year comparison of Comparative Guidance and Placement (CGP) test score results by campus, by ethnic category, and by national quartile. Report hightlights include the following: (1) compared with fall 1983, there were 12,458 fewer credits generated and 553 fewer students enrolled in t[illegible] fall 1984 term, reflecting a decrease in credit load and an increase in the number and proportion of part-time students; (2) the absolute number of Hispanic students declined in 1984, reversing a 20-year growth trend; (3) CGP test scores improved in fall 1984, with only 43% of the students scoring below the computation placement score compared to 48% the previous year; (4) the number of students in the 14 to 20 year-old age category declined, while the number of students in the 21 to 25 year-old age category and the mean age of students increased; (5) the average student credit load increased from 10.12 in fall 1983 to 10.21 in fall 1984; and (6) the proportion of students declaring the associate of arts degree (56.6%) as their objective remained stable. (HB)

ED 256 464 PS 014 588

Schmidt-Denter, Ulrich

Changes in the Social Network Systems of Children in West Germany.

PUB DATE- Jul 83
NOTE- 6p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Munich, West Germany, July 31-August 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; Foreign Countries; *Mothers; Parent Child Relationship; *Parent Role; Peer Influence; Questionnaires; Social Class; *Social Development; *Social Networks; Urban Environment; *Young Children
IDENTIFIERS- *West Germany

This report discusses an empirical investigation of the social networks of German children in their first 5 years of life; particular attention is given to the frequency and the function of the child's social contacts with persons in his or her social environment. Data were collected by means of a questionnaire from 1033 families residing in 18 communities within North-Rhine Westfalia. Socialization functions investigated included protection, nursing or tending, emotional involvement, play, and instruction or teaching. Results suggest that children's social development can be characterized by five basic factors: (1) expansion of the social environment; (2) social segregation; (3) quantitative re-weighting; (4) qualitative changes in the function of social interactions, and (5) the child's coping strategies in reaction to social requirements. Results further indicate that relaxing the close mother-child relationship is a most important prerequisite for the child's progress in social development. The importance of the paternal function increases with the increasing age of the child, and paternal engagement with the child advances as a function of social class and degree of urbanization. The father-child relationship is subject to highly important changes which decisively influence and differentiate the conditions of social development under which children currently grow up. (RH)

ED 256 494 PS 015 105

Winkler, Robin; van Keppel, Margaret

Relinquishing Mothers in Adoption: Their Long-Term Adjustment. Institute of Family Studies Monograph No. 3.

Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87618-5
PUB DATE- May 84
NOTE- 111p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption; Death; *Emotional Adjustment; Foreign Countries; Grief; Interviews; *Mothers; Neonates; *Psychological Needs; Questionnaires; *Stress Variables
IDENTIFIERS- *Australia; Australia (Western Australia); Loss; *Unmarried Parents

A national, retrospective cross-sectional study of 213 Australian women who relinquished a first child for adoption when they were young and single found that the effects of relinquishment on the mother are negative and longlasting. Relinquishing a child for adoption was viewed as a stressful life-event involving loss. Analyses of data obtained from volunteers through questionnaires and interviews indicated that (1) approximately half the women reported an increasing sense of loss over periods of up to 30 years, with sense of loss being worse at particular times, such as birthdays and Mothers' Day; (2) for the sample as a whole, this sense of loss remained constant for up to 30 years; (3) relinquishing mothers, as compared with a carefully matched comparison group, had significantly more problems of psychological adjustment; (4) major factors contributing to poor adjustment were lack of opportunities to talk through feelings, lack of social support, and continuing sense of loss; (5) outcomes of relinquishment were fairly normally distributed; and (6) relinquishing mothers indicated that their sense of loss and problems of adjustment would be eased by knowledge about what had happened to the child they gave up for adoption. (The survey instrument used in the study, The Questionnaire for Relinquishing Mothers, is appended.) (RH)

ED 256 508 PS 015 123

Nelson, Charles A.
Electrophysiological Correlates of Infant Recognition Memory: The Late Positive Component (LPC).
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Electroencephalography; Habituation; *Infants; Novelty (Stimulus Dimension); *Recognition (Psychology); *Short Term Memory; Visual Stimuli
IDENTIFIERS- Brain Activity; Brain Research; *Brain Waves; *Late Positive Component (EEG)

A series of studies has investigated the possibility that human infants performing tasks exhibit something like the P300, a positive-going brain wave associated with task performance and the updating of working memory among adults. Findings indicate that, when infants have the opportunity to form a template against which to compare a previously unseen or novel stimulus, they are able to manifest their updating of this template regardless of how frequently the previously unseen or novel stimulus is presented. More importantly, infants at 4 months are capable of forming a template to a class of stimuli and then periodically updating that template when stimuli of a second class are presented. Collectively, both lines of evidence lend strong support to the notion that the observed responses are endogenous in nature. While such findings have been obtained using paradigms and procedures quite different from those used in behavioral studies, they by and large support what has been reported in the behavioral literature. Whether in fact the observed components can be considered an electrophysiological analogue of dishabituation or response to novelty remains to be seen. Nonetheless, findings overall do extend the view of infants' perceptual and cognitive abilities beyond the picture presented by behavioral evidence. Reproductions of study slides used during the presentation are appended. (RH)

ED 256 522 RC 015 102

Tanguay, Suzanne
Recent Developments in Native Education. A CEA Report.
Canadian Education Association, Toronto (Ontario).
REPORT NO.- ISBN-0-919078-84-2
PUB DATE- 84
NOTE- 91p.
AVAILABLE FROM- Canadian Education Association, 252 Bloor St. West, Suite 8-200, Toronto, Ontario M5S 1V5 ($6.00 Canadian).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Boards of Education; *Canada Natives; Community Involvement; Curriculum Development; Elementary Secondary Education; Eskimos; Federal Indian Relationship; Federal Programs; Foreign Countries; Inservice Teacher Education; *Native Language Instruction; *Program Descriptions; Staff Development; State Departments of Education; Tribes
IDENTIFIERS- Canada; *Culture Based Curriculum; Tribally Controlled Education; *Tribally Controlled Schools

Since 1973 the Canadian government has effected a major policy change in Indian education which is characterized by a new awareness and willingness to let native people control their education and administer their schools. The new mentality with regard to native education is producing improvements, although changes are slow. Native students finishing grade 12 represent one-quarter of the national average. There are 187 band operated, on-reserve schools and 450 of the 575 bands are administering all or part of their programs. The percentage of Indian administrators and teachers on the staff of federal schools is now near 30%. Increased support of native language use and the demand for classroom materials has resulted in a surge of native language texts and resources. Units on natives are being introduced in the social studies curriculum so non-native students can receive accurate and unbiased information. The report focuses on the more positive recent developments and is divided into four main sections--federal government, provincial governments, school boards, and band operated schools--which show how each body is dealing with native education and what each body's priorities, challenges, and plans are. A selected bibliography and a list (with map) of the school boards and schools which participated in the survey conclude the document. (BRR)

ED 256 561 SE 045 291

Holliday, William G.; And Others
A Summary of Research in Science Education--1983.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 149p.; This document was later published in the journal, "Science Education," v69 n3, p275-419.
CONTRACT- NIE-400-78-0004
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; College Science; Educational Research; Elementary School Science; Elementary Secondary Education; Higher Education; Learning; Literature Reviews; Science Curriculum; *Science Education; *Science Instruction; Secondary School Science; *Teacher Education; *Test Construction
IDENTIFIERS- *Science Education Research

This review covers 422 studies of the following types: reports prepared for scientific organizations, dissertations, journal articles, research papers, and papers presented at journal articles, research papers, and papers presented at conferences. The studies have been organized into one of seven instruction (summarizing studies related to models and explanations of how students learn, instruction (summarizing studies related to models and explanations of how students learn, aptitudes and individualized instruction, textbooks and comprehensibility, problem-solving and thinking, prior knowledge and misconceptions, museums and field trips, computers and instruction, and other areas); (2) curriculum development and evaluation (including studies related to policies, models, textbooks, and curriculum materials); (3) cognitive development (reviewing studies on cognitive growth and development, reasoning, achievement, concepts, and process skills, attitudes, perceptions, and interests); (5) learning and achievement, reasoning and logical thinking, science process skills, attitudes, perceptions, and interests); (5) preservice teacher education (presenting studies related to attitudes, process skills and logical thinking, science anxiety, and methods courses) and inservice teacher education (presenting studies related to questioning and wait time, methods courses, and teacher behavior); (6) research completed in foreign countries (including research focusing on learning, classrooms, curriculum development/evaluation, and/or sex). A bibliography (by author) and a subject index are topics (including meta-analysis studies and studies focusing on race and/or sex). A bibliography (by author) and a subject index are included. (JN)

ED 256 617 SE 045 551

Schreiber, Deborah A.

Factors Affecting Female Attitude Formation toward Science. Specific Reference to 12-14 Year Old Female Adolescents and Their Affective Orientation toward Middle School Science.

PUB DATE- 7 Dec 84

NOTE- 118p.; Master's Thesis, University of Cincinnati.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Females; Intermediate Grades; Junior High Schools; Models; *Operant Conditioning; *Science Education; Sex; Sex Differences; *Socialization; *Student Attitudes; Theories

IDENTIFIERS- *Cognitive Dissonance; Science Education Research; Self Perception Theory

This paper: (1) briefly reviews the existing literature which supports that female adolescents possess significantly more negative attitudes toward middle school science than do males; (2) examines the process of gender socialization in the United States to establish the socio-cultural and social psychological framework within which an attitudinal change toward science (from elementary school to secondary levels) by female adolescents evolves; and (3) reports a study which proposes that four specific attitude change/formation theories (cognitive dissonance, modeling, self-perception, and operant conditioning) operate synergistically with gender-differential socialization processes to produce this phenomenon. Analysis of data (obtained from questionnaires administered to middle school students) suggests that Leon Festinger's theory of cognitive dissonance and B. F. Skinner's theory of operant conditioning (contingent reinforcement principle) do indeed operate within the sex-role socialization process to explain how female negative attitudes toward middle school science evolve. Also, Daryl Bem's theory of self perception was intimated by student responses. Albert Bandura's theory of modeling was not indicated as facilitative in this process. Due to the supportive existing literature for the presence of such constructs in attitude formation however, the lack of modeling indicators may result from the instruments used rather than from theory inapplicability. (Author/JN)

ED 256 631 SO 016 228

Smith, Joan
World-Systems Theory and Feminist Scholarship.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; *Global Approach; History; *Marxism; *Scholarship; *Social Theories; *Systems Approach; Womens Studies
IDENTIFIERS- Marx (Karl)

World systems theory and feminist scholarship each have a great deal to offer the other, but the connections between the two have not often been recognized. The potential contributions from world systems theory include: (1) its understanding of history, (2) its understanding of what that history comprises, and (3) how it employs Marxist historical categories. Feminist scholarship must be anchored in a historical framework, but conventional historical benchmarks separating one period from another do not take note of women's experiences. These experiences have rarely been considered worthy of historical analysis. World systems theory provides a holistic approach to history, which considers the experiences of both men and women and focuses on processes rather than structures. But differences between world systems theory and feminist scholarship occur because of differing readings of Marx's discussion of social labor and the establishment of wage levels. Feminist theory could be enhanced if it would use Marxist theory as world systems theorists do. This would enable feminist scholarship to develop theories grounded in historical analysis rather than the current approach, which can offer only correctives to what would otherwise be an androcentric view of the world system. (IS)

ED 256 04 SO 016 460

Art 7, Art 8, Art 9. Teacher Resource 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 168p.; For curriculum guide, see SO 016 459.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Activities; *Art Education; Educational Objectives; Foreign Countries; Grade 7; Grade 8; Grade 9; Hazardous Materials; Junior High Schools; Teaching Guides; Units of Study
IDENTIFIERS- Alberta

This teacher's guide begins with sample unit plans for junior high school art teachers. Unit plans cover specific themes, approaches, objectives, concepts, motivation, resources, study approaches, evaluation, and related activities. A description of how the units relate to the objectives and concepts of the art program's curriculum guide is also provided. Following this section are separate sections on facilities, equipment, and materials; art displays, art shows, and art contests; and careers in art. A glossary covers basic art terminology. A 32-item list of print and visual resources for art education is included along with addresses for ordering some of these materials. An extensive discussion about art hazards covers dangerous materials and possible substitutes, safety precautions, and resources for additional information. The final section covers the use of technographic media, such as still cameras, video cameras, projectors, and photocopying machines. (IS)

Coldeway, Dan O.; Spencer, Robert E.

The Measurement of Attrition and Completion in Distance Learning Courses. Project REDEAL, Technical Report No. 8.

Athabasca Univ., Edmonton (Alberta).
PUB DATE- Oct 80
NOTE- 27p.; Also sponsored by the Innovative Projects Fund, Advanced Education and Manpower. Table 2 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Distance Education; Dropouts; Foreign Countries; Higher Education; *Measurement Techniques; Predictive Measurement; Predictive Validity; *Research Problems; *Student Attrition
IDENTIFIERS- Athabasca University AB; *Measurement Problems

High rates of learner attrition from courses continue to plague distance education institutions. As educational researchers continue to examine the attrition/completion issue, many measurement problems emerge. Focusing on Athabasca University, Alberta, this paper, part of a series produced by Project REDEAL (Research and Evaluation of Distance Education for the Adult Learner), reviews measurement techniques and summarizes problems in measuring and describing student attrition/completion in distance learning environments. Two major problems are: (1) determining who should be counted as enrolled, and (2) defining the length of time a student is allowed from the start of a course until completion rates are calculated. A preliminary analysis of the validity of an "on track" rate function to predict completion rates indicates its potential for accurate determination of attrition/completion. However, resolving measurement problems will entail: (1) clearly defining measurement goals; (2) understanding learner motives; and (3) looking at attrition/completion from a broader perspective than the single course. (BS)

ED 256 785   TM 850 243

Composite Evaluation Report for Secondary Vocational Education in Wisconsin. 1983-84.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

PUB DATE- Dec 84

NOTE- 104p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Advisory Committees; Data Analysis; Data Interpretation; Employer Attitudes; Employment Patterns; Graduate Surveys; Parent Attitudes; *Program Evaluation; Program Improvement; Secondary Education; *Self Evaluation (Groups); State Surveys; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Followup; Vocational Schools

IDENTIFIERS- *Wisconsin

This report, part of a 5-year evaluation project (fiscal years 1983-87), represents a summary and synthesis of self evaluation data from 45 secondary schools. Each school conducted an extensive vocational program self evaluation, accumulating data from graduates, employers, advisory committee members, staff and current students. On site evaluations were also conducted at 15 schools, thus completing the second, or External Evaluation Phase, of the study. The final phase of the evaluation model will be the utilization of Evaluation Findings. This report is prepared to aid decision makers at local, state, and national levels in planning and assessing vocational education in Wisconsin. The evaluation system focuses on these major components of a vocational program: planning, implementation, evaluation, special needs, and vocational guidance and counseling. Selected findings of the study are presented arranged under the headings of Followup of Graduates, Employer Followup, Student Assessment, Staff Assessment, Advisory Committee Assessment, Parent Assessment, Articulation, and Summary. (DWH)

Can I Trust ORE Reports?
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-83.14
PUB DATE- 84
NOTE- 5p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluators; Newsletters; Quality Control; *Research Reports; *Research Utilization; *School Districts; Validity
IDENTIFIERS- *Austin Independent School District TX

This issue of FEEDBACK, a newsletter produced by the the Austin Independent School District Office of Research and Evaluation (ORE), illustrates the accuracy, validity, and fairness of ORE reports. The independence of the reports is explained. Internal and external quality controls are used to ensure reliability and accuracy of the reports. National dissemination of the information has been accomplished through publication and presentations at the annual meetings of the American Educational Research Association (AERA). The ORE has established a national reputation and its staff has been represented in the elective offices and appointments of the AERA school evaluation division. Technical documentation of research is available in technical reports produced to support the findings in the general reports. (DWH)

ED 256 437 JC 850 214

Hankin, Joseph N.
Where the (Affirmative) Action Is (or Is Not): The Status of Minorities and Women among the Faculty and Administrators of Public Two-Year Colleges, 1983-1984.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrators; *Affirmative Action; *College Faculty; *Community Colleges; *Females; *Minority Groups; National Surveys; Teacher Characteristics

A study was conducted to obtain information on the numbers and percentages of females and minorities in the administrations and faculties of public two-year colleges. The study involved a canvass of 33 public two-year colleges and a survey sent to all 50 state directors of public two-year colleges. Study findings, based on a composite of the responses from 22 of the two-year institutions surveyed and data provided by 29 state directors, included the following: (1) 29.8% of the administrators and 39.2% of the faculty members represented in the survey data were female; (2) 13.4% of the administrators and 9.86% of the faculty members were from minority groups; and (3) at least 6.5% of the administrators and 3.7% of the faculty members in the study were black. Comments on affirmative action provided by some survey respondents and a discussion of the implications of the findings of the study are included. (HB)

ED 256 575 SE 045 507

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2001-20; ISBN-0-88315-526-5
PUB DATE- 84
NOTE- 128p.; For part 2 see SE 045 508; for teacher's manual see SE 045 509-510. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 1; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. One hundred five performance objectives are included in this part of the grade 1 workbook, designed to develop relationships, number concepts, measurement ideas, and addition and subtraction skills. (MNS)

ED 256 589 SE 045 521

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6004-23; ISBN-0-88315-521-4
PUB DATE- 83
NOTE- 345p.; For part 2 of teacher's manual see SE 045 522. For student workbook see SE 045 519-520. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Grade 4; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 4 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 86 modules on 73 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; multiplication; division; fractions; decimals; integers; geometry; measurement; algebraic concepts; graphs, probability, statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 603 SE 045 535

Federal Funds for Research and Development. Fiscal Years 1982, 1983, and 1984. Volume XXXII. Final Report. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-84-326
PUB DATE- Jul 85
NOTE- 53p.; For a related document containing detailed statistical tables, see ED 242 542.
AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Single copy, free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgets; College Science; *Engineering; *Federal Aid; Federal Programs; Financial Support; *Geographic Distribution; Industry; Mathematics; *Research and Development; *Sciences; Scientific Research; Technology
IDENTIFIERS- National Science Foundation

This report discusses the support of research and development (R&D) by the federal government through appropriate agencies; it uses data from an annual survey of federal agencies following the preparation of their budgets for 1984. Therefore, this information reflects the continuation of Reagan administration policies to strengthen the United States economy and to increase national security. The report is divided into three sections: (1) the 1984 budget (examining federal R&D in the national economy, character of work, fields of science and engineering, budget allocations by function, and agency programs); (2) performers of federally funded R&D (including industrial firms, federal intramural, universities and colleges, fields of science/engineering, and federally funded R&D centers); and (3) geographic distribution, 1982 (considering the leading states, relative rates of growth, distribution of funds by performer, factors in R&D performing capability, and R&D plant). Also included is a summary of more recent data which became available after the survey was completed; this summary provides information on federal R&D levels of support proposed for 1985. (The data discussed in this report, which provide an overview of current and recent historical trends in government R&D funding, are useful to planners and decision-makers in government, industry, and college/university settings.) (JN)

ED 256 675 SO 016 417

Cameron, Samuel M.
A Convention for High School Psychology Students.

PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; Extracurricular Activities; Higher Education; High Schools; *Psychology; Public Speaking; *Student Projects; Student Research

Conventions offer high school psychology students an opportunity to meet psychology students from other schools, present projects developed in class, and have those projects evaluated by students and teachers from other schools. If the convention is held on a college campus, as was the one described in this paper, the college also gains by familiarizing high school students with its campus. A successful convention requires the involvement of teachers in planning, determining policy, evaluating projects, and acting as session chairs. Necessary planning includes setting a date, sending out a call for papers, helping students develop appropriate projects, setting up the program, publicizing the convention, designing certificates, and coordinating the convention with the college where it is held. (IS)

ED 256 690 SO 016 434

Huber, Bettina J.

Mastering the Job Market: Using Graduate Training in Sociology for Careers in Applied Settings.

American Sociological Association, Washington, D.C.

PUB DATE- 82

NOTE- 47p.; For a related document, see SO 016 433. Document contains small print throughout.

AVAILABLE FROM- American Sociological Association, 1722 N. St. N.W., Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *College Graduates; Employment Interviews; *Employment Opportunities; Graduate Students; Higher Education; *Job Search Methods; Job Skills; Resumes (Personal); *Sociology

The purpose of this booklet is to help graduate sociology majors outline a career-planning strategy, highlighting sociological skills that might be valued assets in the eyes of employers. The first two sections help students assess interests and skills, and research careers via publications and informational interviewing. Next, three major aspects of the job application process are covered: preparation of a resume, preparation of a cover letter, and the employment interview. Examples of resumes (functional and chronological) and cover letters are provided. A list of frequently asked interview questions and a table showing reasons for rejection precede the final section, "Avoiding Rejection Shock." The booklet concludes with a list of references and suggestions for further reading, an example of a curriculum vitae, and additional examples of resumes. (LH).

ED 256 721 SP 025 880

Pierce, Charmaine; Young, Michael
Factors Related to Premenstrual Syndrome in College Women.
PUB DATE- Oct 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American School Health Association (Pittsburgh, PA, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Females; Human Body; *Physical Health; Physiology; Stress Variables
IDENTIFIERS- *Premenstrual Syndrome

A study sought to determine the incidence of Premenstrual Syndrome (PMS) and identify factors related to PMS among college women. Responses were received from a questionnaire sent to 293 subjects. Questions briefly touched upon life-style (taking the pill, having received a gynecological exam, amount of daily exercise and provided a checklist of symptoms: breast tenderness, weight gain, headaches, irritability, depression, and mood swings. Women exhibiting headaches, irritability, and depression were diagnosed as having PMS from a moderate to a severe degree. Findings indicated that almost all females report some type of premenstrual symptoms to some degree, and that a short educational course on PMS would be beneficial. Results of the questionnaire are displayed on tables categorizing the characteristics ~~of~~ the subjects and frequency of reports on different symptoms. (JD)

ED 256 480 PS 015 076

Papini, Dennis R.; Sebby, Rickard A.
Multivariate Assessment of Adolescent Physical Maturation as a Source of Change in Family Relations.

SPONS. AGENCY- Southeast Missouri State Univ., Cape Girardeau.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Change; *Family Relationship; *Maturity (Individuals); *Multivariate Analysis; Personal Autonomy; *Physical Development; Theories
IDENTIFIERS- *Individuation

This study investigates changing family relationships during adolescence using a dialectical view of the family. Fifty-one families responded to an assessment battery that measured affective relations between parents and their adolescent children. Measures included the Transition into Adolescence Survey; the Interactive Behavior Questionnaire; the Parental Control Questionnaire; the Decision-Making Questionnaire; and the Issues Checklist. Families were classified into prepubertal, transpubertal, or postpubertal groups according to their modal response on Tanner's (1962) physical status criteria. A stepwise discriminant analysis was performed to identify measures that maximize between groups differences. Based on that analysis, a correct classification rate of 70 percent was achieved. A multiple discriminant analysis was then performed to determine if these groups could be classified based upon their resposes to the entire assessment battery. Based on this analysis, a correct classification rate of 86 percent was achieved. The two significant discriminant functions that emerged indicate that changes in family relationships are related to the transformation of mother-adolescent and father-adolescent relations. These results are discussed with respect to the dimensionalization of change in the affective nature of family relations during adolescence. (Author/RH)

ED 256 536 RC 015 240

Barker, Bruce
Research Focus on Rural Schools in Oklahoma.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Conference of the Communities United for Rural Education (1st, El Reno, OK, April 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Ancillary School Services; Comparative Analysis; Definitions; Elementary Secondary Education; Family Characteristics; National Surveys; Research Needs; *Rural Schools; *School Activities; *School Districts; School District Size; School Size; Secondary School Curriculum; Small Schools; *Superintendents; Teacher Characteristics; *Teaching Load
IDENTIFIERS- *Oklahoma

As part of a 45-state study, a self-administered questionnaire was mailed during the 1982-83 school year to 70 of Oklahoma's 237 public K-12 school districts enrolling fewer than 1,000 students; the questionnaire requested information about rural districts, teachers, students, and school programs. For the 45 responding districts, average student enrollment per district was 457 and mean student enrollment per school within districts was 170 students. Districts averaged 159 square miles in size. Agriculture and ranching ranked as major occupations and 56.8% of school patrons reported an average annual family income of $10,000-20,000. Districts averaged 15 elementary and 17 secondary teachers. Many teachers taught multiple grades (elementary) or subject areas (secondary), and the services of support personnel were limited, as were professional interaction opportunities. Average teacher turnover was estimated at 13%. Superintendents ranked their major challenges as obtaining adequate financial support, improving the curriculum, and securing qualified teachers. Districts averaged 33 graduates per year. Less than half of these graduates went to college or technical school. Special education was available in almost all districts but other support programs were less prevalent. Curricular and sports offerings varied across districts. A table compares all of Oklahoma's findings with those of the 45-state sample. (BRR)

ED 256 549 RC 015 264

Nutrition Education for Native Americans: A Guide for Nutrition Educators.
Food and Nutrition Service (DOA), Washington, D.C.
REPORT NO.- FNS-249
PUB DATE- Sep 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indian Culture; *American Indians; Comparative Analysis; *Counseling Techniques; *Cultural Background; Cultural Influences; *Dietetics; Diseases; Eating Habits; Federal Programs; Food; Health Education; Information Sources; Life Style; Nutrition; *Nutrition Instruction; Physical Health; *Resource Materials; Supplementary Reading Materials; Tribes; Values
IDENTIFIERS- Department of Agriculture; Department of Health and Human Services

Written for professionals working with food assistance and other programs with a nutrition component, this guide is intended to aid in understanding the cultural characteristics and basic health and diet-related problems of Native Americans and to promote more effective nutrition counseling and community nutrition education. The background section summarizes nutritional status, nutrition-related illnesses, and traditional and contemporary dietary practices of Native Americans. A bibliography of 55 references on nutritional status and nutrition-related illnesses completes this section. The chapter on counseling strategies, developed especially for nutrition educators inexperienced in working with Native Americans, contrasts Native American and non-native cultural values and discusses Native American views on topics such as the extended family, community role, noninterference, and preventive health care. Twenty references on counseling skills and nutrition education are included in this section. A directory of 37 government and private sector resources for nutrition educators including brief descriptions of services, is provided in the third section. Over 150 state health agencies and offices of the Department of Agriculture and the Department of Health and Human Services are listed in directory form in the appendices. (JHZ)

ED 256 660 SO 016 388

O'Brien, William A.

Modernization and the Changing Nature of Community in Colonial America. A "Moment" in the United States History Survey Course at J. Sargeant Reynolds Community College, Richmond, Virginia.

PUB DATE- Oct 84

NOTE- 9p.; Paper presented at the Annual Meeting of the Community College Humanities Association (Charleston, SC, October 25-27, 1984).

AVAILABLE FROM- William A. O'Brien, 7610 Woodman Road, Richmond, VA 23228.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Colonial History (United States); *Course Content; Course Descriptions; Course Objectives; Educational Change; Educational Research; Higher Education; *History Instruction; *Instructional Improvement; Intellectual History; Introductory Courses; Modernization; *Social Change; Teaching Methods; United States History

An alternative to the traditional history survey course, which is becoming less and less popular, is described. The goal of this project is to shift the emphasis from coverage of content to the development of skills necessary to understand that content. This particular project focused on colonial America, which covers a portion of the first of three quarters of a community college United States history survey course. The methodology will eventually be used in all three quarters. The principal theme around which the course is organized is change: the degree to which environment, settlement patterns, demographics, social and economic conditions, philosophical and psychological factors, and other circumstances forced colonial leaders to alter their thinking about community and social order. In contrast to traditional courses, students use primary sources, write extensively, and use the instructor more as a facilitator than a lecturer. Students participating in the project showed enthusiasm, increased participation, improved attendance, and lower than normal attrition. Teaching such a course also encourages instructors to keep current in their field and to be responsive to student interests. (IS)

ED 256 738 SP 026 045

Fifty-fourth Annual Report, 1983-84. Australian Council for Educational Research.

Australian Council for Educational Research, Hawthorn.
PUB DATE- 5 Oct 84
NOTE- 83p.
AVAILABLE FROM- The Australian Council for Educational Research Limited, 9 Frederick Street, Hawthorn, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Educational Research; Educational Sociology; Evaluation Methods; Foreign Countries; Learning Strategies; Library Services; *Program Effectiveness; Psychometrics; *Research and Development; *Research and Development Centers; *Research Projects; Teaching Methods
IDENTIFIERS- *Australian Council for Educational Research

A review is presented of the operations of the Australian Council for Educational Research (ACER). Overviews are provided of ACER activities and future planning in the following programs: (1) social context of education; (2) measurement and evaluation; (3) learning and teaching; (4) survey and psychometric services; (5) advisory services; and (6) library and information services. Information is also included on publishing, distribution services, and finances of the ACER. Also included in the review is a listing of Council members, the annual report of the director, sources of funding for the ACER, the ACER staff (as of July 1, 1984), and a listing of state institutes of educational research. (JD)

ED 256 754 SP 026 076

Effective Practices in Achieving Compensatory Education-Funded Schools.

California State Dept. of Education, Sacramento.

PUB DATE- 84
NOTE- 102p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Ancillary School Services; *Compensatory Education; *Educational Environment; Elementary Secondary Education; Family School Relationship; *Institutional Characteristics; Leadership Qualities; *Program Evaluation; School Community Relationship; *School Effectiveness; Teacher Effectiveness

A study was made of 24 compensatory education-funded schools in which children achieved high scores in reading and mathematics. The study sought to identify effective educational practices in seven criteria areas: (1) site leadership; (2) academic emphasis; (3) instructional effectiveness; (4) school/classroom environment; (5) continuing monitoring; (6) parent/community support; and (7) auxiliary staff support. Individual descriptions are given of the schools, based on a narrative report and objective information gathered by a three-person team that visited each school. Each description includes a school profile and identifies the most effective practices in terms of the seven identified criteria. While the effective practices are not described in detail, an overall picture is presented of what works in a particular school situation and might work in other, similar situations. (JD)

ED 256 801 TM 850 291

Gross, Susan

Follow-up Evaluation of Mark Twain Students: Phase II.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Jul 84

NOTE- 31p.; For related document, see ED 236 158.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Behavior Problems; *Emotional Disturbances; Followup Studies; Intermediate Grades; Learning Disabilities; Learning Problems; Secondary Education; Special Education; *Special Schools; *Student Characteristics; *Student Evaluation; Student Placement

IDENTIFIERS- *Mark Twain School MD; Montgomery County Public Schools MD

The Mark Twain School in Rockville, Maryland serves emotionally disturbed students in Grades 5 through 12 whose severity of emotional problems seriously impairs their successful functioning in regular classes. The Department of Educational Accountability has conducted a study of characteristics of students served in the Mark Twain School and the degree of their academic success in regular schools after completing the Mark Twain program. This study was designed to describe the student population at Mark Twain in recent years; monitor the progress of former students who have been returned to regular schools; and determine which variables best predict the eventual success of these students. This report describes the current Mark Twain program, evaluation issues, and the sample and instrumentation used in the study. Detailed findings of this study are presented graphically. The predictor variables of success determined by the study were discussed. A five page executive summary is included. (DWH)

ED 256 815 TM 850 311

Myerberg, N. James

The Annual Report of the California Achievement Tests Results: 1983-84.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- 84

NOTE- 254p.; Small print in some tables. For related document, see ED 233 080.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Achievement Tests; Comparative Analysis; County School Districts; Educational Trends; Elementary Secondary Education; Longitudinal Studies; Mathematics Achievement; Racial Differences; Reading Achievement; Sex Differences; *State Programs; *Testing Programs; Test Norms; *Test Results; Trend Analysis

IDENTIFIERS- *California Achievement Tests; *Montgomery County Public Schools MD

The results of the administration of the California Achievement Tests (CAT) to students in the Montgomery County Public Schools, Maryland (MCPS) are presented. The battery is administered in the fall of each school year to students in grades three, five, and eight under a state mandate. The CAT is administered to students in Grade 11 under a local requirement. Countywide results are presented with a historical perspective, and interpreted by racial/ethnic and sex classifications. MCPS students' performance on the CAT improved in the 1983 administration. Scores are superior to the performance of the national norm group. Trend data by school and racial/ethnic group for students tested in MCPS more than once are presented, as well as graphic presentations of county and school results. Scores were slightly higher for females than males on the total test across grade levels. School results are presented in four forms: (1) average subject and total test scores for four years; (2) average subtest scores for 1983; (3) total test interquartile range; and (4) longitudinal and nonlongitudinal trends. The two appendices contain detailed summary data and a glossary of technical testing terms. (DWH)

ED 256 829 UD 024 192

Yehezkel, Dar; Resh, Nura

Homogeneity and Heterogeneity in Education: The "Psychological Price" Argument.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 84
NOTE- 36p.; For related document, see ED 220 543.
GRANT- 845-0335
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Affective Behavior; Aspiration; *Behavior Standards; Elementary Secondary Education; Foreign Countries; *Heterogeneous Grouping; *Learning Motivation; Locus of Control; *Mainstreaming; Motivation; Racial Integration; Self Concept; Student Attitudes
IDENTIFIERS- Israel

This work explores whether a "psychological price" is indicated in the affective domain of the weaker student in abilty-mixed settings; whether this price differs for various dimensions of this domain; and whether it is related to academic achievement. Existing research in the fields of ability grouping, streaming, curriculum tracking, and ethnic segregation and integration is analyzed and supplemented by an in-depth study of two Israeli samples. A major finding is that the level of classroom intellectual composition is negatively related to evaluations of learning motivation and academic self-image but positively related to sense of control (and sometimes to aspirations), and analogously related to the positive effect of classroom composition on academic achievement. It is suggested that different socio-psychological processes may affect achievement and certain affective variables differently than they do other affective variables. In the cognitive domain, and possibly in the case of control and aspirations, the class is more likely to function as a norm resource. In contrast, comparative reference seems to be more effective in influencing self-image. It is concluded that even if enrichment of intellectual composition involves the psychological price of a lower academic self-image and reduced motivation for the "lows," their academic achievement is not reduced but increased. (Author/RDN)

ED 256 452 JC 850 235

Belcher, Marcia

The General Education Mathematics Curriculum and the CLAST. Research Report No. 85-12.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Mar 85

NOTE- 32p.; For related documents, see JC 850 231-233 and JC 850 236.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Mathematics; Community Colleges; Grades (Scholastic); Predictor Variables; *Testing Programs; Two Year Colleges

A study was conducted at Miami-Dade Community College (MDCC) to determine if there was a relationship between students' performance in a general mathematics course, MGF 1113, and their performance on the College Level Academic Skills Test (CLAST) computation section. The study investigated the relationship between grades in MGF 1113 and CLAST computation performance; the relationship between level of math completed and CLAST performance; the need for students who take higher level mathematics to also take MGF 1113; and the role of workshop review sessions in preparing students for CLAST. The database consisted of all MDCC students who took the CLAST test in either the summer or fall of 1984. Study findings revealed: (1) over 75% of the CLAST test takers enrolled in MGF 1113; (2) 83.6% of the students earning grades of A,B, or C in MGF 1113 passed the CLAST test; (3) passing rates on the CLAST increased with each level of math completed, with 63.6% passing who had taken MAT 003, 87.3% passing who had taken MAT 1024, and 99.8% passing who had taken higher math; (4) there was little difference in student performance on the CLAST test between groups of students who had taken MGF 1113 or higher math; and (5) those students who enrolled in review sessions did not have higher passing rates or significantly higher mean scores than those who did not enroll. Study findings supported the importance of the role of the general mathematics course in the MDCC curriculum. (HB)

ED 256 465 PS 014 988

Marklund, Inger, Ed.
Media Panel.
National Swedish Board of Education, Stockholm.
PUB DATE- Nov 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Age Differences; *Children; *Family Influence; Foreign Countries; Music; Sex Differences; Social Change; Television Research; *Television Viewing; Videotape Recordings
IDENTIFIERS- Media Exposure; *Media Use; *Sweden

The Media Panel research program has been designed to trace the development of Swedish children's mass media habits from preschool through compulsory school (i.e., from 6 to about 16 years of age). The program combines effect and utilization research traditions, emphasizing theoretical and methodological primary research. Specifically, the program enables the comparison of media habits in a big city (Malmo) with media habits in a medium-sized town (Vaxjo). Comparisons can also be made of the media habits of 16-year-olds in 1976 with those of 16-year-olds in 1985. Results indicate that Swedish children begin watching television when they are 3 years old, boys watch more television than girls, and children watch more television between the ages of 10 and 12 than at any other time in their lives. At age 15 or 16, children watch less television than at any other time. They turn from television to music of various kinds, listened to through various media (tape recorders, record players, and radio). Swedish teenagers spend more time listening to music than watching television, partly because music is a social medium while television is primarily a family medium; they prefer media which are in various ways beyond the family's control. Use of mass media has been found to be related to the social position of the family and the situation of the individual child. While television competes effectively with reading and to a very great extent frightens children with the images it projects, the medium has positive effects as well, providing knowledge neither schools nor families can convey. (RH)

ED 256 495 PS 015 106

Campbell, Sammie M.
Kindergarten Entry Age as a Factor in Academic Failure.
PUB DATE- Mar 85
NOTE- 15p.; A research report based on a dissertation study presented at the Annual Convention of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Age Differences; Comparative Analysis; Educational Practices; Elementary Education; Grade 7; Grade 8; *Junior High School Students; *Kindergarten; Longitudinal Studies; *School Entrance Age; *Sex Differences

A study was made to determine whether or not kindergarten entry age is a factor in academic failure. The 457 seventh- and eighth-grade students who were subjects in the study had attended Fairfax County, Virginia, Public Schools since kindergarten. Although the subjects were born during 1970, they were classified as younger and older on the basis of their birth month. Academic failure was measured by low readiness test scores, composite achievement scores below the 50th percentile, grade retention, remedial services, and failing marks. The data used were taken from cumulative records. A 2 x 2 factorial design served as a basis for the data analyses, with age and sex as independent variables. According to the findings, younger entrants earned disproportionately more scores that fell into the low range of the Metropolitan Readiness Test and earned disproportionately more composite achievement scores below the 50th percentile in grades 4 and 6. Younger entrants were disproportionately retained in grade and were more likely to be receiving remedial instruction. In addition, younger entrants did not appear to overcome their inferior position as they progressed through the elementary grades. Findings raise the following questions: Should all students, regardless of age, be expected to meet program standards set by the school division for each grade level? Or should the program at each grade level be flexible and adapted to the needs and age of each student? (RH)

ED 256 509 PS 015 125

Nannis, Ellen D.
Structural Differences in Emotional Understanding and Their Application to Clinical Intervention.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Comprehension; Cues; *Elementary School Students; Elementary Secondary Education; *Emotional Experience; Guidelines; High School Students; Intervention; *Psychotherapy; *Self Concept
IDENTIFIERS- *Developmental Patterns

As part of a larger study examining the relation between cognition and emotional understanding, 70 children in kindergarten and third, sixth, and ninth grades were interviewed about four dimensions of emotional understanding: knowledge, control, causality, and multiple feelings. Children were asked about each of these dimensions with regard to their own and their parents' feelings. A mixed model analysis of variance with grade and gender as between-groups variables and dimension and object of understanding as repeated measures revealed main effects for grade and object of understanding. A three-way interaction of grade by object of understanding by dimension also was found. Kindergarten children scored significantly higher on questions about the self than they did on questions about parents' feelings for all the dimensions except knowledge. Third graders showed no differences between questions about own and parents' feelings for any dimension. The self/parent difference reemerged for sixth graders for the knowledge dimension and continued for the ninth graders. Results supported the idea of structural differences in children's emotional cognition and the proposition that children at different ages understand feelings differently. It is suggested that these differences have direct bearing on psychopathology of and psychotherapy with children. (RH)

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2001-20; ISBN-0-88315-545-1
PUB DATE- 84
NOTE- 138p.; For part 1 see SE 045 507; for teacher's manual, see SE 045 509-510. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; *Elementary School Mathematics; Fractions; Geometric Concepts; *Grade 1; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. One hundred fourteen performance objectives are included in this part of the grade 1 workbook, designed to develop geometric concepts, number concepts, counting skills, mesurement ideas, fraction concepts, graphing skills, addition and subtraction skills, place value concepts, and probability ideas. (MNS)

ED 256 618 SE 045 552

Freitag, Ruth S., Comp.
Halley's Comet: A Bibliography.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0459-4
PUB DATE- 84
NOTE- 578p.; Several pages containing photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Annotated Bibliographies; *Astronomy; Observation; Science Education; *Science History; Scientific Research; *Space Exploration; *Space Sciences
IDENTIFIERS- *Comets; *Halleys Comet

Included in this bibliography are over 3,200 references to publications on Halley's Comet, its history, orbital motion, and physical characteristics, meteor streams associated with it, preparations for space missions to study it in 1986, and popular reaction to its appearances. Also cited are a few papers that, although they devote little attention to Halley's Comet as such, are of importance to the present state of knowledge about comets in general. Most of the entries describe books, parts of books, pamphlets, reports, and articles in journals, selected newspapers, conference proceedings, encyclopedias, and other collections. In addition to scientific observations and studies, there are references to early broadsides and news sheets, works of judicial astrology, comet catalogs, personal recollections, letters, fiction, drama, verse, humorous sketches, music, celestial charts, orbit diagrams and models, photographs, drawings, cartoons, and paintings. Most of these entries refer to publications in European languages, but a few items in Oriental languages are represented. Twenty illustrations, an historical introduction, a list of bibliographic sources, many annotations, and name and topical indexes are included. (Addenda and errata to the original work are also included.) (JN)

ED 256 632 SO 016 276

Kick, Edward L.
The Form and Operation of the World System: A Multiple-Network Analysis of Transnational Linkages, 1960-65.
PUB DATE- Aug 84
NOTE- 41p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). Research partially sponsored by the University of Utah Research Grant #6-41554.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Developed Nations; Developing Nations; Economics; Global Approach; *International Relations; Socialism; Social Science Research; *Social Theories; *Systems Approach; *World Problems
IDENTIFIERS- Dependency (Economic); *Interdependence; Multiple Linkage Analysis

Findings from a new blockmodel (multiple-network) analysis of transnational economic and non-economic linkages are presented. World-system studies have frequently relied upon transnational economic relations as the sole or primary delimiter of world-system structure, but the basic assumption of this study is that economic and non-economic links better reveal the form and operation of the world system. In this blockmodel analysis of world-system structure, network data for 129 nations are utilized and international interactions encompassing eight forms of economic, political, military, sociocultural, and technical linkages are examined. Countries are then "partitioned" into 11 blocks. Results are compared with those provided by Snyder and Kick (1979), in which 118 countries were partitioned into 10 blocks. Findings show that transnational tie patterns across economic and non-economic networks resemble one another rather closely, indicating that power-dependence relations are relatively uniform across different international interactions, and that power-dependence ties are mutually supportive. Results of the multiple-network analysis reveal two distinct semiperipheries, one socialist and one capitalist; the findings reveal core socialist and capitalist semiperipheral social systems, as well as socialist-capitalist contention for dominance over the larger world system. The implications of these findings for social change of the systems are discussed, as well as recommendations for further research. (Author/IS)

ED 256 646 SO 016 339

Thomas, Gordon R.; Parsons, Jim

Setting the Qualitative Research Agenda in Social Studies Education.

PUB DATE- 15 Nov 84
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; Research Needs; *Social Science Research; *Social Studies; Theses
IDENTIFIERS- Alberta; Dissertation Abstracts International Index; Qualitative Analysis

Three publications ("Dissertation Abstracts International," "Social Education," and "Theory and Research in Social Education") are reviewed to determine trends in types of social studies research conducted between 1977 and 1984. Using a four-fold classification system, 159 studies are surveyed. Results show an overwhelming predominance of analytic research, with 48.5 percent of the research labeled as analytic science research, 15.8 percent as conceptual theory research, 15.7 percent as particular study research, and 22 percent as global reflection research. Fifty-two percent of the dissertations in "Dissertation Abstracts International" were classified as analytic studies, with a focus predominantly on textbook analysis. Research in "Social Education" was reported to be the most analytic of the three sources, with over 57 percent of its research classified as analytic. Again, textbooks were a major focus, with only 6 out of 25 issues not including articles about textbooks. The most favorable percentages of global reflection and other qualitative forms of research appeared in "Theory and Research in Social Education," with 33 percent of its research labeled as global reflection and only 40 percent as analytic science. The second half of the paper calls for a broader perspective for social studies research and identifies a series of themes that may be used to support a more critical research agenda. The themes suggested are: (1) freedom versus control, (2) tradition versus change, (3) ethics versus rationality, and (4) desire versus reality. (IS)

ED 256 676 SO 016 418

Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May 1983 Classes. 28th Annual Report.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

PUB DATE- May 83
NOTE- 58p.; For the 1982 report, see ED 226 908.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Dropout Research; Dropouts; *Enrollment Trends; *Graduate Surveys; *High School Graduates; High Schools; *School Holding Power; School Statistics; State Surveys; Student Attrition; Tables (Data); *Trend Analysis; *Vocational Followup
IDENTIFIERS- *Kentucky

This report provides data on public and private high school graduates and dropouts in Kentucky. The introduction contains tables and graphs comparing the career directions (attending college or trade school, military, working, at home, unemployed, deceased, homemakers, and unknown) of Kentucky graduates in 1968 and 1983 and enrollment patterns between 1979 and 1983. Part I presents tables indicating the holding power and whereabouts of graduates of 1983 public and non-public high schools by school district. Part II presents summary data on holding power trends and the career directions of graduates for the period 1974-1983 for students of Kentucky public high schools, Kentucky non-public high schools and for all students combined. Data were compiled from the School Data Form and the superintendent's year-end report. (IS)

ED 256 691 SO 016 435

Hoopes, David S., Ed.
Global Guide to International Education. The International Education Source Book.
REPORT NO.- ISBN-0-87196-437-6
PUB DATE- 84
NOTE- 704p.
AVAILABLE FROM- Intercultural Press, Inc., Dept. SP, P.O. Box 768, Yarmouth, ME 04096 (Stock No. 529, $75.00, plus $1.00 shipping, prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; Asian Studies; Elementary Secondary Education; Foreign Countries; Foreign Students; *Global Approach; Grants; Higher Education; *Information Sources; Intercultural Programs; *International Education; International Educational Exchange; *International Organizations; International Programs; Middle Eastern Studies; Peace; Professional Education; Resource Materials; Scholarship Funds; Second Language Learning; Student Exchange Programs; World Affairs
IDENTIFIERS- African Studies; European Studies; Latin American Studies

This comprehensive sourcebook provides information on over 2,300 programs, organizations, and publications that serve as resources in international studies and global education. The book is divided into three major sections: general programs, organizations, and sources; programs, organizations, and sources focusing on a world region; and programs, organizations, and sources focusing on over 150 countries. Listings are arranged under the following headings: (1) general sources of information on international affairs, cultural relations, and world issues; (2) resources for elementary, secondary, and undergraduate international/intercultural studies and global education; (3) educational exchange organizations; (4) international studies programs and offices, research centers, and organizations; (5) peace and conflict resolution studies; (6) international studies and research in professional education; (7) grants, awards, and fellowships for international studies and research in professional education; (8) study and educational travel abroad; (9) foreign language learning; (10) foreign students and visitors and resources on English as a second language; (11) publishers and distributors of books on world area studies; (12) African area studies; (13) Asian and Pacific area studies; (14) East European area studies; (15) West European area studies; (16) Latin American area studies; (17) Middle East area studies; and (18) academic programs and resources for country studies. Three separate indexes and cross-references are provided. (LH)

ED 256 705 SO 016 461

Graves, Norman J., Ed.
Research and Research Methods in Geographical Education.
International Geographical Union.; London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-0-85473-187-3
PUB DATE- 84
NOTE- 228p.; Papers prepared by the Commission on Geographical Education for presentation at the International Geographic Union Congress (25th, Paris, France, 1984). Document contains small print throughout.
AVAILABLE FROM- University of London Institute of Education, 20 Bedford Way, London, United Kingdom WC1H CAL.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Cognitive Development; Comparative Education; Computer Assisted Instruction; Educational Media; Educational Philosophy; *Educational Research; Elementary Secondary Education; Foreign Countries; *Geography Instruction; Higher Education; Literature Reviews; Natural Disasters; Perception; *Research Methodology; Teaching Methods; Visual Aids
IDENTIFIERS- Evaluation Research; Hazards

This collection of papers examines research methods in geographical education in nine countries. "Research Methods in the History of Geographical Education" (William Marsden, the United Kingdom) examines the methods used and some of the research undertaken in the history of geographical education. "Research Methods in Investigating Children's and Adolescents' Perceptions of their Environment" (Brian Spicer, Australia) lists sources for research and some of the issues involved. "The Perception of Hazards in Geographical Education: Research Methods" (Giorgio Valussi, Italy) concerns finding out how pupils perceived hazards. "Methods of Researching the Use of Visual Aids in the Teaching of Geography" (Agustin Hernando, Spain) concentrates on classifying the kinds of studies conducted to evaluate visual aids in geography. "Research Methods in Evaluating the Use of Media in the Teaching of Geography" (Hartwig Haubrich, West Germany) is concerned with experimental design for teaching aids. "Broadening Geographical Education" (Henriette Verduin-Muller, The Netherlands) deals with information theory. "Three Brazilian Cognitive Studies on Geographical Education" (Livia Oliveira) deals with Piagetian concepts in geographical education. "Research in Computer Assisted Learning" (Ashley Kent, United Kingdom) reviews research methods used in analyzing and evaluating the use of computer-assisted learning in geography. "Research into the Problems of Methods of Geography Teaching in the U.S.S.R." (Lydia Panchesnikova) examines research methods used in that country. "Action-Research Methods in Geographical Education: the Experience of France" (Lucille Marbeau) summarizes action-research experiences with student teachers. "Research Methods in Geographical Education in Japan" (Ryutaro Asakura) gives an overview of Japanese research methods. (IS)

ED 256 771 TM 840 706

Roy, Gisele
Project CAPABLE: English. Monthly Reports, August 1979-May 1980 .
Madawaska School District, ME.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 74p.; For related documents, see ED 252 532-542. A few pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Classroom Techniques; Cognitive Development; Comprehension; *Content Area Reading; Directed Reading Activity; *English Curriculum; Evaluation Methods; Instructional Improvement; *Learning Strategies; Motivation Techniques; Program Evaluation; Reading Instruction; Reading Skills; Secondary Education; Student Motivation; Study Guides; Study Skills; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Project CAPABLE; SQ3R Study Formula; Structured Overview

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in English classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

ED 256 786 TM 850 244

Hawkins, Joseph A., Jr.
Follow-up Study of Special Education Graduates: Class of 1983.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Sep 84
NOTE- 37p.; Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; Employer Attitudes; *Graduates; Graduate Surveys; *Job Training; Parent Attitudes; Program Effectiveness; Program Evaluation; Secondary Education; *Special Programs; *Special Schools; Student Attitudes
IDENTIFIERS- *Montgomery County Public Schools MD; Telephone Surveys

The Montgomery County Public Schools, (MCPS), Maryland, annually surveys its graduating classes to help determine whether MCPS adequately prepares its graduates. This is the first follow-up study of MCPS's 10 special education schools' graduates (class of 1983). It investigates: (1) postsecondary education and employment activities; (2) students' and/or parents' perceptions of program quality; (3) the effectiveness of these programs; and (4) current living arrangements for graduates. Telephone surveys were conducted with 92 (of 179) MCPS graduates, 48 parents, and 36 employers. Findings show that most graduates are either working in relatively low-skilled job categories or attending training institutions. However both parents and graduates at some schools felt MCPS could improve its job training programs. Employers are satisfied with the work of the graduates and rate their job performance very highly. The Appendix contains descriptions of the MCPS special education programs for mental retardation (Concord, Longview, and Stephen Knolls schools), multiple handicaps (Rock Terrance High School), emotional impairment (the Regional Institute for Children and Adolescents in Rockville, Bridge School, and Mark Twain School), hearing impaired (Rockville High School) orthopedically and other health impaired (Kennedy High School), and specific learning disability (Walter Johnson, Gaithersburg, and Kennedy High Schools). (BS)

ED 256 438 JC 850 215

Cross, K. Patricia
Educational Reform and the Community Colleges.
PUB DATE- 17 Apr 85
NOTE- 27p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Community Colleges; *Educational Change; *Educational Improvement; Educational Objectives; *Educational Quality; *Educational Trends; Two Year Colleges

The educational reform movement of the 1980's has sought to deal with the current problems in the educational system of declining standards, unprepared students, and low levels of morale among teachers by seeking to impose higher and more rigorous standards to restore academic quality. The experience, however, of excellent business companies in the United States suggests that the road to excellence in education lies in shifting the focus of attention back to the individual and to ways of enhancing her/his creativity; emphasizing efforts to turn average students into "winners" rather than stressing the exceptional students and excluding the rest; and trusting the practitioners--teachers and principals--and encouraging their creativity. The solution to the current malaise in education lies in creating the conditions that make it possible for individuals to get the power to experiment, create, develop, test, and innovate; and in stimulating the ordinary people who inhabit our schools to unusual effort that will result in excellence. If the schools are to meet the foreseeable demands of a society that requires lifelong learning, the requirements will be threefold: (1) to demonstrate to all students that they are capable of learning and that learning is a useful and satisfying skill that will serve them well throughout their lives; (2) to provide the cognitive skills that serve as the basic tools for lifelong learning; and (3) to gradually put students in charge of their own learning so that they can make choices from among the multiple learning options that will face them as adults. (HB)

ED 256 523 RC 015 149

Crew, Adolph
Experiential Learning: Theory and Practical Applications in Secondary Schools.
Alabama Univ., University. Coll. of Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 55p.
CONTRACT- DHEW-USOE-30477-3100
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Career Education; Citizenship Education; Community Involvement; Community Programs; *Daily Living Skills; *Experiential Learning; Field Experience Programs; Outdoor Education; *School Role; Secondary Education; *Secondary Schools; Student Volunteers; Teaching Skills
IDENTIFIERS- Experience Based Career Education

Verbal learning does not prepare adolescents for a society which expects students to graduate as adults from secondary school. This is obvious when one sees how often adolescents are excluded from adult activities and responsibilities. Experiential learning can provide students with a link between academic content and the self-confidence adulthood demands. National reports concede this, but still recommend delegating experience-based programs to alternative schools, limiting secondary schools to cognitive learning. Experiential learning should be the organizing factor behind all education programs. By Carl Rogers' and Johnson and Johnson's definitions for experiential learning, in-class simulations and problem-solving can be experiential, but the community can also be utilized. The importance of the outside world is documented by the success of "Foxfire." Different types of experiential programs include learning in service agencies, the professional community, the world of work, construction and urban renewal projects, the political area, unfamiliar cultures, and the outdoors. Teachers must be trained to use different strategies for helping students analyze experiences. Schools can provide action learning through student activities programs, interim terms, and community involvement courses. The "Walkabout" and the Experience-Based Career Education programs are models for organizing experiential learning. Currently, Alabama is actively exploring the value of experience-based learning. (PM)

ED 256 562 SE 045 454

Steedman, Philip
Art and the Ideology of Scientism.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; Comprehension; *Philosophy; Science History; *Sciences; Scientific Enterprise; Technology; Theories
IDENTIFIERS- *Ideology

This paper is concerned with two pervasive and apparently reliable theories, namely, those general accounts of the status of science and art which seem to form part of the "bedrock" of contemporary thinking. The first section discusses what are taken to be the most commonly accepted and highly legitimized general accounts of both science and art, asserting that the common understanding of science is an "ideology of scientism" and that the common understanding of art is an "ideology of the aesthetic." The second section examines some serious problems with the accounts of science and art described in the first section, suggesting that they be rejected (while being cautious and tentative about any new notions which might replace them at the present time). The last section (conclusion) points out that the ideology of scientism gives a false status to the nature of science and turns it into a religion while the ideology of the aesthetic trivializes art by making it little more than the instrument of culture's growing narcissism. Issues related to how a technological society can produce these misunderstandings of the nature of knowledge in science and art are also addressed. (JN)

ED 256 590 SE 045 522

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6004-23; ISBN-0-88315-521-4
PUB DATE- 83
NOTE- 349p.; For part 1 of teacher's manual see SE 045 521. For student workbook see SE 045 519-520. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; Fractions; Geometric Concepts; *Grade 4; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 4 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 70 modules on over 120 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; multiplication; division; fractions; decimals; integers; geometry; measurement; algebraic concepts; graphs, probability, statistics; and problem solving, plus review. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 604 SE 045 536

The 1982 Postcensal Survey of Scientists and Engineers. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-84-330
PUB DATE- 84
NOTE- 195p.
AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Single copy, free).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Employment; *Employment Level; *Employment Statistics; Engineering; *Engineers; Federal Aid; *Females; Higher Education; Hispanic Americans; Mathematicians; *Salaries; Sciences; *Scientists; Social Scientists
IDENTIFIERS- National Science Foundation

Presented are 43 detailed statistical tables containing data on the demographic, educational, and employment characteristics of experienced scientists and engineers. These data were obtained from the 1982 Postcensal Survey of Scientists and Engineers (the third in a decennial series) conducted by the Bureau of the Census. They include data on the total number of scientists and engineers, the number and median annual salary of employed scientists and engineers, and the number of female and Hispanic scientists and engineers by these variables: sex; age; race; highest degree earned; employment status; type of employer; primary work activity; area of critical national interest; federal agency of support; number of years of professional experience; and state of employment. Also included are technical notes (describing the sample design and process and the standard errors for the chosen sample) and a copy of the questionnaire used in the survey. (JN)

ED 256 722 SP 025 882

The Scottish Council for Research in Education. Fifty-Sixth Annual Report, 1983-84.

Scottish Council for Research in Education.

PUB DATE- Sep 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Education; *Curriculum Development; Curriculum Evaluation; Foreign Countries; Mathematics Instruction; *Program Development; *Research and Development Centers; *Research Projects; *Research Reports; Special Education; Student Needs; Writing Instruction

IDENTIFIERS- *Scottish Council for Research in Education

Brief reports are given of research projects worked on by staff members of the Scottish Council for Research in Education during 1983-84. Major projects included: (1) teaching strategies in the primary school; (2) second international (IEA) mathematics survey; (3) evaluation of the Craigroyston curriculum project; (4) further education for the handicapped; (5) evaluation of links between primary schools and non-formal education agencies; (6) further education colleges and changing student needs; (7) writing across the curriculum, stage 2: teaching writing for learning; (8) assessment of mathematics 1983; (9) Scottish restandardisation of the Wechsler Intelligence Scale for Children--Revised (WISC-R); (10) education for the community; (11) evaluation of the Lothian Region ergonomics project; (12) induction, assessment and guidance in the Youth Training Scheme; (13) schools' assessment research and support unit; (14) guidance and choice in the 16-18 action plan; and (15) educational opportunities for young people with special education needs. Other information provided in this report includes the council's finances, communications, and research; council awards; conference papers; staff publications; council accounts; and educational researchers. (JD)

ED 256 739 SP 026 047

Professional Development Handbook.
Idaho State Dept. of Education, Boise.
PUB DATE- 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Role; *Inservice Teacher Education; *Program Development; School Districts; *Staff Development; State Programs; Teacher Certification; Teacher Improvement
IDENTIFIERS- *Idaho

The Idaho State Department of Education has mandated a professional growth requirement for all certified educators and requires school districts to develop and implement a professional development plan. This handbook is designed to assist in the implementation of these requirements. The following topics are addressed: (1) professional development, as defined from a continuum perspective highlighting different stages of professional growth; (2) professional growth requirements for recertification; (3) the roles of the state department of education, the school district, institutions of higher education, professional associations, and the individual in professional development; (4) guidelines for credit for equivalent inservice training for recertification; (5) steps to be followed in developing and implementing a district professional development plan; (6) a sample district professional development plan; and (7) professional development standards for approval and accreditation. (JD)

ED 256 755 SP 026 081

Book, C.; And Others

Comparing Academic Backgrounds and Career Aspirations of Education and Non-Education Majors. Research and Evaluation in Teacher Education. Program Evaluation Series No. 2.

Michigan State Univ., East Lansing. Coll. of Education.

PUB DATE- Jul 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Career Choice; Comparative Analysis; *Education Majors; Higher Education; Individual Differences; *Majors (Students); Social Background; *Student Characteristics; Teaching (Occupation)

A comparative study was made of ways in which teacher candidates and their non-teaching counterparts in college differ in their academic and social backgrounds and in their bases for career decisions. Questionnaires were submitted to 146 non-teaching students and 258 teacher candidates. Analysis of survey findings indicated that: (1) the high school academic background of entering teacher candidates was comparable to that of non-teaching majors; (2) the groups were generally similar in the pattern of extra-curricular activities in high school; (3) teacher candidates were more likely to be female, to have transferred from another school, and to have come from families with a somewhat lower income than non-teaching majors; and (4) teacher candidates were more likely to have participated in teaching experiences, to have reported a high level of reading for pleasure, and to have been elected to honor societies. An analysis of reasons for career choice in the two groups indicated that teacher salaries and limited opportunities for advancement were factors inhibiting students from choosing to teach. (JD)

ED 256 481 PS 015 077

Carter, D. Bruce; And Others
Stereotype Knowledge, Flexibility, and Gender Constancy: Applications of Gender Schema Theory to Sex-Typing by Preschoolers.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Cognitive Processes; *Preschool Children; Preschool Education; *Schemata (Cognition); *Self Concept; *Sex Stereotypes; Socialization; Toys
IDENTIFIERS- *Gender Constancy; *Gender Schema Theory

An investigation was made of relationships between children's understanding of gender constancy, their conceptions of sex-role stereotypes, their perceptions of similarities between themselves and other children, and their schematic processing of gender-relevant choices. Forty-nine children between 36 and 73 months of age participated in a two-part interview which assessed gender constancy, knowledge and notions of flexibility in sex stereotypes, perceptions of similarities between themselves and pictured children, preferences for sex-typed toys, and schematic-based processing of toy preferences. Overall analyses indicated that children's knowledge of sex-role stereotypes for their own and the opposite sex and their preferences for sex-appropriate, neutral, and inappropriate toys were best predicted by their level of gender schematization. Gender constancy stage was unrelated to any of the dependent measures. Finally, children's perceptions of similarities between themselves and other children appeared to focus largely on gender and toy-stereotype characteristics regardless of the age, stage of gender constancy, or degree of gender schematization. Findings support the use of a gender schematic approach to sex-role socialization and challenge the use of the construct of gender constancy. (Author/RH)

ED 256 537 RC 015 241

Ramirez, Rhoda L.
Venezuela--The Teaching of Reading in Rural Schools.
PUB DATE- Apr 81
NOTE- 24p.; Paper presented at the Annual Conference of the International Reading Association (New Orleans, LA, April 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Classroom Environment; Class Size; *Educational Change; Elementary Education; Foreign Countries; Library Services; Public Schools; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Material Selection; Reading Skills; *Rural Schools; Student Attrition; Teacher Education; Teacher Effectiveness; *Teaching Styles; Urban Schools
IDENTIFIERS- *Venezuela

Direct interviews with 17 teachers and observation in 31 rural and urban Venezuelan classrooms (pre-school through grade 6 in nine schools) across 3 states revealed serious reading difficulties among Venezuelan students. Small rooms and multi-grade class situations were common and school supplies and equipment were scarce. Even more scarce were academic materials such as books, worksheets, and kits. Libraries were found to be highly inadequate, often providing limited varieties of texts and usually no additional equipment. Student competence in reading was examined through teacher constructed exams or by having the student read aloud. Children were most typically taught reading skills first by memorizing vowel sounds. Next they were taught consonants, syllables, words, sentences and, finally, short stories. Only one instructor was found who emphasized words first, then consonants, then vowels. By fifth and sixth grade, reading was not a subject and students were expected to read from subject-specific texts with no further reading instruction. New teacher education legislation should help to improve matters. Consideration should be given to the provision of auxillary personnel, and emphasis should be given to meaning-centered instruction. Also, better materials, smaller class sizes, and more efficient time usage should be considered. Finally, parent interest should be harnessed. (PM)

ED 256 550 RC 015 265

Worthington, Robert M.
New Partnerships in Rural Education.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented before the Iowa Statewide Rural Education Conference (Ames, IA, April 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Committees; *Cooperative Programs; Elementary Secondary Education; *Equal Education; *Federal Government; *Policy Formation; *Rural Education
IDENTIFIERS- *Intra Agency Committee on Rural Education; Iowa; *Partnerships

To stress one of this nation's greatest strengths--its ability to form groups or partnerships to solve problems, such as providing quality education to rural America--academic year 1983-84 was proclaimed "National Year of Partnerships in Education." The Intra-Agency Committee on Rural Education, composed of representatives of the 14 major offices within the Department of Education, is one those partnerships. Further, a new Department policy declared that "rural education shall receive an equitable share of the information, services, assistance, and funds available from and through the Department of Education and its programs." This policy then listed 10 initiatives such as monitoring, expanding data bases, including rural institutions in pilot projects, and others. An annual rural forum is also sponsored; last year's forum included Iowa's model program in its 21 exemplary projects. These projects included partnerships involving corporations and communities, schools and townships, etc. All of the successful programs have clearly defined needs and goals. To propogate this success, the Intra-Agency Committee has created four subcommittees on the annual forum, research, data and staff seminars, and the Secretary's awards program. As rural economies become more diversified, and as urban-rural migration continues, new partnerships will help assure that rural communities have quality education. (PM)

ED 256 661 SO 016 391

Anderson, Ronald A.
Using Case Studies as an Approach to Analytical Skills in High School Geography.
PUB DATE- 18 Oct 84
NOTE- 14p.; Paper presented at the Annual Conference of the National Council for Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Decision Making Skills; Educational Objectives; *Geography Instruction; High Schools; *Instructional Improvement; *Skill Development; Student Projects; Teaching Methods

Analytical case studies can provide a way for high school geography teachers to develop their students' interpretive skills, skills which are not fostered by the traditional teacher-centered textbook methods of geography instruction. The case study approach introduces the student to economic and cultural activities within a country or region or to the daily life of the area's peoples. This approach can also be tailored to the needs of particular groups of students. The systematic decision-making approach, which is structured and clearly sequential, is recommended for low ability students. The open approach, which places more responsibility on the students to define the problem, research it, and analyze data, is recommended for average and above average students. This approach helps students develop intake and processing skills. In acquiring these skills, the student is able to collect and analyze data, evaluate the data, predict outcomes, develop proposals, and support ideas and opinions with evidence. More importantly, the student learns to make decisions and participate in follow-up activities. (Author/IS)

ED 256 772 TM 840 766

Leonard, Carolyn M.

Evaluation Report on "PASS." Positive Alternatives to Student Suspensions.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Sep 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Black Students; Expulsion; *High Risk Students; High Schools; Minority Groups; Pilot Projects; *Program Effectiveness; Program Evaluation; *Pupil Personnel Services; School Counseling; Student Behavior; *Suspension
IDENTIFIERS- *Portland School District OR

PASS (Positive Alternatives to Student Suspensions) is a Portland Public Schools program which provides a sequence of intervention strategies to improve attendance and progress of "high risk" high school students. The goal of its student, staff, parent, and community components is the reduction in the number of students suspended, or excluded, from school. This report provides summary results of the fourth year pilot PASS programs at Grant and Lincoln High Schools and presents conclusions and recommendations for the 1984-85 school year. As a result of the PASS program student suspensions at Grant and Lincoln are at an all-time low. Minority suspensions, specifically black suspensions, have decreased noticeably, but the problem of a greater percentage of minority suspensions continues. It is recommended that the PASS Program be continued and supported at the same level at these schools. Further refinement of program goals and desired outcomes is recommended. Three appendices contain 10 figures and 12 tables with descriptive statistics and diagrams. (BS)

ED 256 802 TM 850 293

Edelman, Sandra; Mertz, Ronald E.
An Evaluation of the Bilingual Program in the St. Louis Public Schools. 1983-84.
Saint Louis Public Schools, MO. Div. of Evaluation.
PUB DATE- Aug 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Bilingual Students; Bilingual Teacher Aides; Elementary Secondary Education; *English (Second Language); Inservice Education; Language Proficiency; *Laotians; *Program Evaluation; School Attitudes; Student Attitudes; *Vietnamese People
IDENTIFIERS- *Saint Louis City School District MO

The Bilingual Project for Indochinese (Vietnamese and Laotian) students served by the English as a Second Language (ESL) program in the Saint Louis, Missouri Public Schools was evaluated. The program was designed to increase student English language fluency and to increase student achievement in specified content areas. The Bilingual Project was instituted in December, 1983 to complement the ESL program. Evaluation was based upon results of the Language Assessment Scale, course grades, interviews with teachers and instructional assistants, attendance at workshops, and classroom observations. The program was judged to be well implemented and effectively operated. The students had good attendance records and displayed positive attitudes toward school. Recommendations to enhance the program's effectiveness were presented. (DWH)

ED 256 816 TM 850 312

Checkon, Stephen; And Others

Statistical Profiles, 1983-84.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jan 84
NOTE- 246p.; For related documents, see ED 233 039 and TM 850 311. Small print throughout document.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; County School Districts; Educational Trends; Elementary Secondary Education; Enrollment Trends; Institutional Characteristics; Personnel Data; *Profiles; School Closing; School Demography; *School Statistics; Teacher Characteristics; *Trend Analysis
IDENTIFIERS- *Montgomery County Public Schools MD

The report presents general information and statistical data about schools, their staffs and students, as well as administrative staff data concerning Montgomery County Public Schools, Maryland (MCPS). The data are generated from existing computer files to reduce the response burden of school personnel; to assure standard definitions, formats, and statistical procedures to generate data uniformly; and to provide a reference for those who need accurate consolidated data to conduct planning and decision-making activities. This sixth annual report is organized as follows: (1) purpose and organization of the report; (2) selected data about the county and the school system; (3) seven summaries of school profiles; (4) administrative area summary profiles; (5) profiles for the county school system administrative offices and departments; and (6) a list of specialized statistical reports about MCPS. (DWH)

ED 256 830 UD 024 197

Rist, Ray C., Ed.
Desegregated Schools. Appraisals of an American Experiment.
REPORT NO.- ISBN-0-12-58890-1
PUB DATE- 79
NOTE- 242p.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Desegregation Effects; *Educational Environment; Elementary Secondary Education; Equal Education; *Politics of Education; Racial Integration; Racial Relations; *School Desegregation

The six studies collected in this book analyze the day-to-day realities of life in desegregated classrooms. The sites reported on range from New York to Memphis, and from the industrial Northeast to the Midwest and Deep South. They also vary by organization (elementary, middle, and high school), by the black-white ratio among students and faculty, by patterns of administrative leadership, and by levels of community support or resistance. Following an introduction (by Ray C. Rist) which provides a general theoretical and historical context for the six studies, the following papers are presented: (1) "The Veneer of Harmony: Social-Race Relations in a Southern Desegregated School" (Dorothy C. Clement, Margaret Eisenhart, and Joe R. Harding); (2) "Patience and Prudence in a Southern High School: Managing the Political Economy of Desegregated Education" (George W. Noblit); (3) "From Courtrooms to Classrooms: Managing School Desegregation in a Deep South High School" (Thomas W. Collins); (4) "Color, Class, and Social Control in an Urban Desegregated School" (Jacqueline Scherer and Edward J. Slawski); (5) "The Social Context of Learning in an Interracial School" (Janet Ward Schofield and H. Andrew Sagar); and (6) "Contacts among Cultures: School Desegregation in a Polyethnic New York City High School" (Mercer L. Sullivan). (KH)

ED 256 453 JC 850 236

Belcher, Marcia; Losak, John

Providing Educational Opportunity for Students Who Were Initially Ineligible to Enroll in the State University System. Research Report No. 85-15.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Apr 85
NOTE- 9p.; For related documents, see JC 850 231-233 and JC 850 235.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; *High Risk Students; Postsecondary Education; State Universities; Two Year Colleges

A study was conducted at Miami-Dade Community College (MDCC) to assess the success of the college in offering a start for students who would not be accepted by institutions with more selective admissions policies. The study focused on all students who entered MDCC for the first time in the fall of 1981. Of the 7,097 fall 1981 freshmen, less than one-third would have been eligible to enter the state university system on the basis of their Comparative Guidance and Placement (CGP) examination scores at MDCC and 25% needed college preparatory work in all three basic skills areas. Study findings revealed: (1) slightly less than one-quarter of the original group took the College Level Academic Skills Test (CLAST) by the end of fall 1984; (2) of the students who fell below the cut in all three areas of the CGP only 10% had written the CLAST by the end of the fall term compared to 36% of those who scored above the cut in all three areas; (3) the MDCC students who were initially eligible to enroll in the state university system performed similarly to university students in each of the four subtest areas; (4) 688 of the students who were initially ineligible to enroll in the state university system passed three of the four CLAST subtests and were therefore eligible to enter the system; this was equivalent to 77% of those who took the CLAST and 14% of those who first enrolled at MDCC in fall 1981; and (5) the proportion of students passing in each subtest area declined as the number of areas in which a student needed preparatory help increased. (HB)

ED 256 466 PS 014 989

Marklund, Inger, Ed.
Creativity and Communication: Music and Art Education--The KROK Project.
National Swedish Board of Education, Stockholm.
PUB DATE- Jan 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Art Education; *Educational History; Foreign Countries; *Information Dissemination; Inservice Teacher Education; *Music Education; Observation; Research Problems, Surveys; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Sweden

Work done in Sweden under the purview of the Creativity and Communication: Music and Art Education Project included (1) developing theoretical premises and central research problems; (2) surveying art and music teachers at various levels of compulsory school concerning their views of the purpose, function, and conditions of art and music education; (3) observing art and music teaching at the junior, intermediate, and senior compulsory school levels; (4) researching the development of art and music teaching in schools; (5) establishing links between research and teacher education; and (6) cooperating with national agencies and other Nordic countries. During part of the project period and after, efforts were devoted to inservice training and information distribution at local, school, national, and international levels. (RH)

ED 256 496 PS 015 107

Shimada, Shoko; Sano, Ryogoro
Pretend Actions and Utterances in the Play of Thirty-Month-Olds.
RIEEC Research Bulletin, RRB-21. Working Paper Series.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

PUB DATE- Oct 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Developmental Stages; Foreign Countries; *Pretend Play; *Spontaneous Behavior; *Toddlers; *Verbal Communication; Videotape Recordings
IDENTIFIERS- *Japan

With reference to Fenson's (1984) study of American children's pretend actions and utterances, this study examined the development of pretend actions and utterances in the play of 16 Japanese firstborn children. Subjects, whose cognitive and language development had been followed experimentally since the age of 6 months, were nonretarded 30-month-olds from middle class families. Videotapes were made of the children's spontaneous behavior with dolls and a stuffed toy, miniature toys, and junk materials. Pretend actions and utterances were grouped into the categories of decentration, decontextualization, and integration. Findings indicated that a majority of children reached the levels of active other-directed, substitutive, and multischeme expressions in both actions and utterances. However, it was suggested that the combination of modeling and feeding utensils would significantly increase the proportion of children showing inventive expressions. Developing skills such as active other-directed actions toward lifelike objects, substitutive actions for physical dissimilarity between the signifier and the signified, substitutive utterances other than naming, and inventive actions of object use were also interpreted to be facilitated by modeling. Since the roles of actions and utterances were not always the same in pretend play, it was suggested that further studies on multimodal aspects of pretend play are needed. (RH)

ED 256 633 SO 016 287

Chrystie, Richard; Jaffe, Geraldine

People v. Larson: Drugs, Schools, and the Law.

Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
NOTE- 48p.; For related document, see SO 016 288. Official materials for the California State Mock Trial Competition, a part of the State Department of Education Project. Co-sponsored by the State Bar of California, the California Young Lawyers Association, and the Los Angeles Daily Journal.
AVAILABLE FROM- Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Courts; *Criminal Law; *Drug Abuse; Drug Education; Drug Legislation; Experiential Learning; Illegal Drug Use; Instructional Materials; *Legal Education; Secondary Education; Simulation
IDENTIFIERS- *Law Related Education; *Mock Trials; Moot Court

These instructional materials involve secondary students in simulating a criminal case concerning drug abuse. Included are all materials necessary for participation in the 1983 California State Mock Trial Competition. Part I of the document contains a hypothetical situation concerning legal and ethical aspects of drug abuse and drug trafficking on a school campus and questions that will stimulate class discussion. Part II, which makes up the bulk of the publication, takes the same hypothetical situation, expands it, and provides all materials necessary for presentation of the mock trial. Included are competition rules, a discussion of the form and substance of a criminal trial, role descriptions, order of events in the mock trial, procedures for presenting the case, a rules of evidence summary, the judge's rating sheet, case materials, and classroom exercises. Part III is the Moot Court section. Using facts from the mock trial, it assumes the defendant has lost his case at the trial level and is now appealing the judge's decision to a higher level (an appellate court). Specific moot court directions are provided. Tips on how to use a law library and suggestions for debriefing are also included. (RM)

ED 256 647 SO 016 340

Museums for a New Century. A Report of the Commission on Museums for a New Century.

American Association of Museums, Washington, D.C.

REPORT NO.- ISBN-0-931201-08-X
PUB DATE- 1 Oct 84
NOTE- 143p.; Some pages contain small blue print that may not reproduce clearly.
AVAILABLE FROM- American Association of Museums, 1055 Thomas Jefferson St., N.W., Washington, DC 20007 ($17.95, plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Cultural Centers; Cultural Pluralism; Demography; Educational Needs; Educational Objectives; Financial Support; *Futures (of Society); Information Needs; Institutional Cooperation; Marketing; *Museums; Organizational Effectiveness; Productivity; Program Effectiveness; Public Relations; Public Support; School Community Programs; School Community Relationship; Schools; Social Change; Sociocultural Patterns; Trend Analysis

The report of a commission established to study and clarify the role of museums in American society is presented. The commission singled out seven conditions in museums that need to be approached with fresh insight. Specific recommendations for dealing with these conditions are made and discussed in detail. First, pressing needs concerning the growth and care of museum collections must be addressed. Second, museums have not realized their full potential as educational institutions. More collaboration is needed between museums and cultural and educational institutions. Third, museums' organizational structures, in particular their system of governance, need reexamination to ensure that they will meet future demands. Fourth, museums have never adequately described or promoted the contributions they make to the quality of human experience; they need to market their assets. Fifth, the diversity of the community of museums is not fully representative of the diversity of the society it seeks to serve. Museums must commit themselves to greater diversity. Sixth, there is no adequate profile of American museums; data concerning museums must be collected. Finally, the fragile economic situation most museums face must be addressed. Appendixes list commission members, participants in its work, and museums in the National Monitoring System. (RM)

ED 256 677 SO 016 419

A Sampler of Course Materials in World History.

World History Association, San Diego, CA.

PUB DATE- 83

NOTE- 86p.; Some pages contain broken type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Content; Course Descriptions; Educational Objectives; *Global Approach; Higher Education; *History Instruction; Instructional Materials; Resource Materials; Textbooks; *World History

Course syllabi in world history from 10 American colleges and universities are presented. This publication is an effort of the World History Association to disseminate teaching materials on global and comparative history to the history profession. Information provided in the syllabi includes descriptions of course objectives and content, the required textbooks and other resource materials used, course schedules, course outlines, and student assignments. Courses described in this collection include: "Toward World Civilization," "Critical Issues of the 20th Century World," "Origins of the Modern World," and "Comparative History of Civilizations before 1500." (RM)

ED 256 439 JC 850 216

Schonberger, Ann K.
Developmental Mathematics in College: What the Research Is and Why There Isn't More.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the research presession of the Conference of the National Council of Teachers of Mathematics (San Antonio, TX, April 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Educational Research; Postsecondary Education; *Program Effectiveness; Program Evaluation; Quantitative Tests; *Remedial Mathematics; Research Problems; Student Characteristics; Student Placement

A review of the literature is presented on developmental mathematics courses in two- and four-year colleges and universities. The paper is organized within the categories of status studies, placement, program evaluation, class management, student characteristics, and thought processes. Highlights of the report include: (1) an average of 2.0 remedial mathematics courses were offered in a carefully constructed sample of all colleges and universities in the United States; (2) the format in which courses were most often presented was the lecture-discussion method; (3) 20% to 40% of the colleges with students in developmental mathematics placed them with an examination, while 71% felt they ought to do so; (4) research indicated that older students benefited more from developmental courses than younger students; and (5) one study indicated that 68% of students in developmental education courses had taken similar courses before. Finally, a critique of the research is presented, indicating that many studies were superficial or methodologically weak; the number of students was small; there was little external funding for reseach; few studies examined the experience of minority groups in developmental mathematics programs; and a tenuous relationship existed between the studies with little cross referencing or building upon earlier studies. A five-page list of references is included. (HB)

ED 256 510 PS 015 126

Polit, Denise F.; Falbo, Toni
Siblings and Child Development: Evidence from a Meta-Analysis of the Literature on Only Children.
PUB DATE- 25 Apr 85
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Order; *Child Development; Comparative Analysis; Ethnicity; *Family Influence; *Family Size; Meta Analysis; Sex Differences; *Siblings; Social Class
IDENTIFIERS- *Only Children

The present study involved a meta-analysis of 157 studies in which only children were compared with individuals raised with siblings. Findings failed to confirm the persistent negative stereotype of only children as maladjusted and disadvantaged. In fact, results suggested that only children are advantaged with respect to intelligence, educational and occupational attainment, achievement motivation, self-esteem, leadership, and relations with their parents. Many of these advantages are sustained even when social class and ethnicity are controlled. Only children and children with siblings were also found to be comparable in terms of academic performance, peer popularity, extraversion, autonomy, maturity, anxiety, mental illness, and behavior problems. In none of the 14 areas examined was there evidence that only children are handicapped by the absence of siblings. (Author/RH)

ED 256 524 RC 015 154

Raiola, Ed

Outdoor Leadership Certification: Documentation of Experience or Limitation of Freedom.

PUB DATE- 85

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Certification; *Leaders; Leadership Qualities; Leadership Training; Outdoor Activities; *Outdoor Education; *Professional Associations; Professional Training; *Recreational Activities; State Programs; *Work Experience

One of the exciting and sometimes frustrating elements of participating in the field of outdoor wilderness education and recreation involves not only the issue of ensuring that practicing professionals function with competence, safety and prudence, but that they have knowledge and skills gained from many disciplines and a variety of life experiences. The issue of outdoor wilderness recreation leadership has become a national concern both within the profession and from organizations employing outdoor program services. One of the keys in solving this problem lies in approaching the issue not from the point of view of developing a "certification" but rather developing some tools that will enhance our ability to reasonably "document experiences" of outdoor leaders. While a number of professional, state, and educational organizations/agencies have addressed the issue of certification to require basic competency levels, there should be a variety of schools, programs, or courses that work to provide potential leaders with the education and experiences that will "document" their level of experience. This documentation must come from a variety of sources, including courses taken, certifications held, job and life experiences, and recommendations from practicing professionals. (LRL)

ED 256 563 SE 045 482

Manitoba Science Assessment Program 1980. Final Report.
Manitoba Dept. of Education, Winnipeg. Measurement and Evaluation Branch.
REPORT NO.- ISBN-0-86497-019-6
PUB DATE- Jun 81
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Biological Sciences; Earth Science; *Elementary School Science; Foreign Countries; Grade 5; Grade 8; Grade 11; Intermediate Grades; Physical Sciences; Process Education; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Sex Differences; *Student Attitudes; *Teacher Characteristics; *Test Results
IDENTIFIERS- *Manitoba

This seven-chapter report presents information on the 1980 assessment of students' science performance in the province of Manitoba. Chapter I describes the nature of and steps involved in the assessment. Chapters II, III, and IV present, analyze and discuss achievement and attitude results for grades 5, 8, and 11, respectively. Achievement results are in these categories: knowledge, comprehension, application for three content areas (earth and space science, biological science, and physical science); higher cognitive levels for all three content areas; basic processes; integrated processes; safety; and the nature of science. Attitude results are in these categories: interest in science and science-related activities, attitude toward scientists and science-related areas; and interest in science as a career. Chapter V compares trends in goal achievement (related to achievement result categories), achievement differences according to sex, and trends on common achievement and attitude items. Chapter VI presents results of separate surveys of fifth-, eighth-, and eleventh-grade teachers on their teaching practices, degree of implementation of recently developed science curricula, background, and other areas. (Survey instruments are included in appendices). Chapter VII summarizes findings and offers recommendations related to grade level and to achievement/attitude result categories. (JN)

ED 256 577 SE 045 509

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6001-20; ISBN-0-88315-518-4
PUB DATE- 84
NOTE- 330p.; For part 2 see SE 045 510; for student's workbook, see SE 045 507-508. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 1; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 72 modules on 105 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 605 SE 045 537

Characteristics of Doctoral Scientists and Engineers in the United States: 1983. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-85-303

PUB DATE- 85

NOTE- 115p.; Document contains pages of light type. For 1977 report, see ED 176 972.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Faculty; *Doctoral Degrees; Employment; *Employment Statistics; *Engineers; Federal Government; *Females; Higher Education; Hispanic Americans; Industry; Mathematics; National Surveys; *Salaries; Sciences; *Scientists

IDENTIFIERS- National Science Foundation

Data on demographic and employment characteristics of United States doctoral scientists and engineers are presented in detailed statistical tables. These data (which reflect the results of the 1983 Survey of Doctorate Recipients, the sixth in a biennial series that began in 1973) were obtained from individuals who received science or engineering (SE) doctorates between 1940 and 1982 or who had received doctorates during this same time period in non-SE fields but were employed in SE positions. Characteristics considered include: sex; age; race; citizenship; employment status; primary work activity; salaries; academic rank; SE field; years of professional experience; and geographic location. In addition, selected data from the previous surveys (1973, 1975, 1977, 1979, and 1981) are provided in separate tables. These time-series tables present data on the total population, total employed labor force, and employed women as well as data relating to doctoral scientists and engineers employed in educational institutions, business and industry, and the federal government. Technical notes (including information on survey methodology, coverage, concepts, definitions, and sampling errors) and a copy of the questionnaire used in the survey are included. (JN)

ED 256 619 SE 045 553

Academic Science/Engineering: R&D Funds Fiscal Year 1983. Surveys of Science Resources Series. Detailed Statistical Tables.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-85-308
PUB DATE- 85
NOTE- 157p.; For 1982 report see ED 244 838.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Colleges; Colleges; *Engineering; *Expenditures; *Federal Aid; *Geographic Distribution; Higher Education; *Research and Development; Research and Development Centers; Science Equipment; *Sciences; Universities
IDENTIFIERS- National Science Foundation

Presented are statistical data from the Annual Survey of Scientific and Engineering Expenditures at Universities and Colleges, FY 1983. These data represent science and engineering (SE) expenditures for separately budgeted research and development (R&D). The phrase "separately budgeted R&D expenditures" refers to current fund expenditures designed to produce specific research outcomes and are sponsored either by an external agency to an institution or are separately budgeted by an internal unit of an institution. The data are presented in 72 tables under such major headings as: separately budgeted R&D expenditures (by year and source of funds and character of work, fiscal years 1953-1983); summary of separately budgeted R&D expenditures by source of funds, character of work, and SE field; R&D expenditures classified by institutional category (including those at historically black colleges) by source of funds, character of work, and SE field; geographic distribution of separately budgeted R&D expenditures; R&D expenditures by individual SE field and selected subfields in descending order of amounts, by institutions; capital expenditures for facilities and equipment for research, development, and instruction; and R&D expenditures at university-administered federally funded research and development centers by character of work and SE field. (Technical notes and survey instruments used are included.) (JN)

ED 256 692 SO 016 436

Mische, Patricia M.
Star Wars and the State of Our Souls. Special Issue. The Whole Earth
Papers, No. 20.
PUB DATE- 84
NOTE- 84p.
AVAILABLE FROM- Global Education Associates, 552 Park Ave., East
Orange, NJ 07017 ($2.50; bulk rates available).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disarmament; Foreign Policy; National Security;
*Nuclear Warfare; *Peace
IDENTIFIERS- Nuclear Deterrence; Nuclear Freeze; Nuclear Weapons;
*Outer Space; *Star Wars

These two essays are intended to make U.S. citizens think about what they are doing, to put contemplation before action when considering the "Star Wars" proposals, i.e., proposals for research, development, and testing of space weapons. It is emphasized that the "Star Wars" proposals offer no real breakthroughs in strengthening national security or world security. The first essay, "Star Wars and the State of Our Souls," discusses the weaponization of space, space dedicated to peace, preparing for star wars, types of space weapons, how weapons determine policy, arguments of proponents and opponents of "Star Wars," the real objectives of "Star Wars," the need for people to really think about what "Star Wars" would mean, and the benefits of a ban on space weapons. The second essay, "Space Weapons: A Workable Defense Or a Faustian Bargain?" describes and assesses anti-satellite weapons and "Star Wars" technology and proposes a ban on space weapons. The publication concludes with a "Proposal for a Deep Freeze" by Robert M. Bowman. (RM)

ED 256 706 SO 016 476

Wicks, Raymond E.
NCSS Travel Study Guidelines.
National Council for the Social Studies, Washington, D.C.
PUB DATE- May 79
NOTE- 7p.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington DC 20016 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; Guidelines; Higher Education; High Schools; *International Educational Exchange; *Social Studies; *Student Exchange Programs; *Study Abroad

These guidelines were designed for teachers, school administrators, parents, and students to aid their investigation and selection of foreign excursion programs. There are hundreds of travel programs available to high school and college students. Some provide formal education; some include living with a host family, while others feature guided tours and extensive travel through several countries. The guidelines consist of statements that can be rated according to the organization and operation of a foreign excursion program. Statements deal with program sponsor and features, excursion goals, leaders and instructors, selection of participants, orientation, excursion activities, conclusion of the excursion, and post-trip participant activities. The statements form a basis for investigating the foreign excursion programs by suggesting questions to be asked and information to be gathered. (RM)

ED 256 723 SP 025 891

Jones, Margaret A., Ed.
Contemporary Elementary and Middle School Physical Education Conference Proceedings (Atlanta, Georgia, January 19-21, 1984).
Georgia State Univ., Atlanta.
PUB DATE- Jan 84
NOTE- 51p.; For the 1985 conference proceedings, see SP 025 892.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; Athletics; *Class Activities; *Classroom Techniques; Dance Education; Educational Games; Elementary Secondary Education; Emotional Disturbances; Health Education; *Mainstreaming; Medicine; Movement Education; *Physical Education; Physical Education Teachers; Physical Fitness; Psychomotor Skills; Teaching Methods

Precis are presented of the meetings, workshops, and seminars at the 1984 Conference on Elementary and Middle School Physical Education. Papers were presented on the following subjects: suggestions for adapting physical education for handicapped children; ideas for discipline and classroom management; curriculum design in movement education for children in dance, gymnastics, and games; creation of a perceptual motor laboratory; improvement of cardiorespiratory health; wellness education; and current research in physical education. Included in the discussions were considerations of the implications for physical educators of the various types of medication used to control certain mental or emotional disorders. Descriptions are given of 91 ideas for classroom activities and games. (JD)

ED 256 740 SP 026 052

Minnesota Association of Colleges for Teacher Education Commission
for Excellence in Teacher Education Report.

Minnesota Association of Colleges for Teacher Education, St. Paul.

PUB DATE- Jan 85

NOTE- 64p.; Document contains small type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Admission Criteria; Graduation Requirements; Higher Education; *Needs Assessment; Occupational Surveys; *Preservice Teacher Education; *Program Evaluation; School Holding Power; Student Teaching; Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Recruitment; Teacher Shortage

IDENTIFIERS- *Minnesota

This report on the current status of teacher education in Minnesota, and plans for program improvements, is based on responses to a survey distributed to all 26 institutions of higher education approved to prepare teachers, and random samples from public and private school teachers and principals. The issues covered in the report include: (1) teacher recruitment; (2) admission and retention; (3) teacher education curriculum; (4) clinical experiences; (5) exit standards and licensure; and (6) research and development. Recommendations follow each issue section. Appended are the responses to a survey of policies, practices and perceptions regarding teacher education and a sample questionnaire on administrator and teacher attitudes toward preservice teacher education. Open-ended responses from teachers and administrators are summarized and recommendations are made for further study. (JD)

ED 256 756 SP 026 089

Hall, Carroll L.
Preparing Teachers for the Future: Gazing Into the VDT.
PUB DATE- 7 Nov 84
NOTE- 9p.; Paper presented at the Vocational-Technical Teachers Education Conference (Ruidoso, NM, November 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; Job Satisfaction; Teacher Education; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage; Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions; Trend Analysis

In considering the problem of raising the professional stature of the teaching profession, a review is presented of current statistics on: (1) shortages of mathematics and science teachers; (2) declining enrollment in teacher education programs; (3) widening gap in supply and demand for teachers; (4) current and future shortages of teachers; (5) difficulty in attracting academically able students; (6) teacher salaries compared to other professions; (7) teacher dissatisfaction with working conditions; (8) decline in the academic ability of students planning to become teachers; (9) diversity of standards for teacher certification; (10) admission standards for education programs; and (11) merit pay and incentive programs. Some recommendations are made for improving teacher preparation and attracting able students. (JD)

ED 256 787 TM 850 249

Holmes, Dennis H.
An Evaluation of Three Components of the Career Education Program in the Montgomery County Public Schools.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- Dec 84
NOTE- 125p.; Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Career Education; *Cooperative Education; Curriculum Development; Field Experience Programs; Grade 11; High School Seniors; Parent Attitudes; *Program Evaluation; Program Implementation; School Business Relationship; School Surveys; Secondary Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Executive Internship Program MD; *Montgomery County Public Schools MD

The Department of Career and Vocational Education of the Montgomery County Public Schools (MCPS), Maryland offers students a variety of services to help develop awareness, explore options, and prepare for career roles. In the spring of 1983, three career components were evaluated by the Department of Educational Accountability: (1) the Executive Internship Program for selected eleventh and twelfth graders, started in the 1970's; (2) the School-Based Internship programs offered in many MCPS high schools since the 1960's; and (3) the Career Education Infusion Process (at the secondary level), which integrates curriculum with career education objectives for grades K-12 and was initiated in 1982. Quantitative survey research methods were used to collect data on the two internship programs from participants, parents, sponsors, guidance counselors, and school coordinators. Semi-structured interviews of teachers, principals and other staff were used for the infusion process program. The study found the two internship programs strong and successful as of May, 1983, however, findings on the Career Education Infusion Process indicated little progress, and many barriers to the implementation process. An addendum contains a rejoinder by the Department of Career and Vocational Education Staff with charts of the career education guidance and instruction components. (BS)

ED 256 482 PS 015 078

Evans, Ellis D.; Engelberg, Ruth A.

A Developmental Study of Student Perceptions of School Grading.

PUB DATE- Apr 85
NOTE- 49p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Attribution Theory; *Cognitive Development; *Comprehension; Educational Practices; *Elementary School Students; Elementary Secondary Education; *Grading; *High School Students; Sex Differences; Socialization; *Student Attitudes
IDENTIFIERS- Effort

Three dimensions of school children's viewpoints on grades were examined in a developmental framework: (1) sentiment and attitudes about being graded, (2) causal perceptions and attributions about why students get good grades; and (3) comprehension of simple and complex grading systems. A total of 293 boys and girls drawn from fourth through eleventh grades responded to a theoretically derived questionnaire developed for the study. Findings supported a cognitive-developmental progression in the acquisition of grading concepts. Older and higher-achieving students understood grading constructs better than younger and lower-achieving students. Student attitudes about grades also followed a developmental course. Dissatisfaction and cynicism related to grading practices increased with age, as did ratings of the self-importance of grades. Attributional scores partially supported predictions from social-learning theory and research. Younger students and low achievers were more likely to attribute grades to external and uncontrollable factors, while high achievers and older students attributed grades to internal and controllable factors. Contrary to prediction, males made more external attributions and females made more internal attributions. Although effort attributions increased with age, ability attributions remained unchanged across grade levels. Findings are discussed in terms of cognitive-developmental and social-learning theory, implications for school practice, and future research. (Author/RH)

ED 256 591 SE 045 523

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 5.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2005-24; ISBN-0-88315-530-3

PUB DATE- 83

NOTE- 88p.; For part 2 of workbook see SE 045 524. For teacher's manual see SE 045 525-526. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Grade 5; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 5 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Sixty-nine performance objectives are included in this part of the grade 5 workbook, designed to develop numeration, computational, fraction, measurement, decimal, and geometric concepts and skills. (MNS)

ED 256 678 SO 016 420

Kent, Mary Mederios
An Introduction to: Population Dynamics. The Population Reference Bureau Teaching Kit.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Dec 84
NOTE- 35p.; Portions may not reproduce clearly.
AVAILABLE FROM- Population Reference Bureau, Inc., 2213 M St., N.W., Washington, DC 20037 (Kit containing student chartbook, 6 wall charts, "Interchange"--vol. 13, n. 4, and 1985 World Population Data Sheet: $12.50 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; *Futures (of Society); Instructional Materials; Migration; Population Education; *Population Growth; *Population Trends; Secondary Education; Urbanization; Urban Population

Appropriate for secondary school students, this kit provides the basics of population dynamics in both written and visual form. Each chart covers a major population component, characteristic, or world trend. The chart titles are: (1) "World Population Growth through History," (2) "Population Growth through Natural Increase, 1775 to 1985, (3) "Effect of Migration on Population Growth, United States, 1880-1982," (4) "Population Composition by Age and Sex," (5) "Patterns of Urbanization in the World, 1900 to 2020," and (6) "Future Trends in World Population Growth, Three Assumptions." Each chart is accompanied by narrative that elaborates on information presented in the chart. A glossary of population terms is provided to assist students in building their demographic vocabulary. An accompanying issue of "Interchange" provides student study questions for each large chart and for each accompanying reading. Information on additional resources on population education and the 1985 World Population Data Sheet are also included. (LH)

ED 256 803 TM 850 295

Yagi, Kan

State Disadvantaged Child Project. Evaluation Report, 1983-84.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Feb 85

NOTE- 50p.; For an earlier report, see ED 233 115.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Achievement Gains; *Basic Skills; *Compensatory Education; Curriculum Enrichment; Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; Elementary Secondary Education; Parent Participation; Program Evaluation; State Programs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Portland School District OR; *State Disadvantaged Child Project OR

The State Disadvantaged Child Project provided support for students residing in the Portland Oregon core area. The focus of the project in both "sending" and "receiving" schools was achievement in basic skills. Three special programs received partial support for students largely residing within the core area. These included the Albina Youth Opportunity School, Early Childhood Education Centers, and the Child Development Specialist program. The achievement gains of students in the State Disadvantaged Child Project were smaller during the year than those of District Chapter I students with whom they were compared. A major change in the project this year was more targeting of instruction on specific areas. The Albina Youth Opportunity School Annual Report is appended. (DWH)

ED 256 817 TM 850 315

District and School Profiles, 1983-84.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Jan 84

NOTE- 281p.; This paper received the 1985 American Educational Research Association Division H Award for Best School or School District Statistical Profile. For the accompanying Statistical Abstract, see TM 850 316. For a previous edition, see ED 251 472. Small print throughout.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Achievement Tests; Attendance Patterns; Class Size; County School Districts; Elementary Secondary Education; Expenditure per Student; High School Graduates; *Institutional Characteristics; Limited English Speaking; Microcomputers; Profiles; School Demography; School Personnel; *School Statistics; State Programs; *Student Characteristics; *Teacher Characteristics; Testing Programs; *Test Results

IDENTIFIERS- *Dade County Public Schools FL; Florida State Student Assessment Test; Stanford Achievement Tests

This annual report is a collection of statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system. A profile sheet for each individual school provides statistics on school staff, and student characteristics, as well as a summary of student achievement information. General information about each school including location, grade organization, administrative area, and the United States Congressional District in which the school is located is provided. The profile also includes faculty experience, education, and salaries, number of instructional microcomputers, average class size, attendance rate, number of students with limited English proficiency, full time equivalent students (FTE) and average cost per FTE student. A summary of student achievement as measured by the Stanford Achievement Tests and the Statewide Student Assessment Test is also included. (DWH)

ED 256 831 UD 024 198

Update: Connecticut's Challenge. Implementation of Recommendations Presented in Connecticut's Challenge: An Agenda for Educational Equity and Excellence.

Connecticut State Board of Education, Hartford.

PUB DATE- Aug 84

NOTE- 54p.; For related document, see EA 017 276.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- Academic Standards; Adult Education; Early Childhood Education; Educational Assessment; Educational Finance; *Educational Improvement; *Educational Legislation; Elementary Secondary Education; Remedial Programs; State Agencies; *Statewide Planning; Teacher Improvement; Vocational Education

IDENTIFIERS- *Connecticut

This document sets forth the recommendations made by Connecticut's State Education Commissioner for improving the State's schools and outlines the legislative action taken by the General Assembly in response. The issues dealt with fall into seven broad categories: (1) improving teaching; (2) addressing early childhood education; (3) improving educational assessment and assistance; (4) setting higher standards; (5) increasing time (and better use of time) spent in school; (6) examining the delivery of vocational education services; and (7) enhancing educational opportunities for adults. Each issue is considered separately, and information is provided on background, recommendations, implementation, appropriations, staff responsibility, and contacts. The paper also includes comprehensive lists of the advisory and study committees formed as a result of the Commissioner's report. (KH)

ED 256 454 JC 850 237

Steiner, Stuart
Mutually Beneficial Collective Bargaining in a Community College.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Conference of the National Center for the Study of Collective Bargaining (13th, New York, NY, April 29-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; College Faculty; *Community Colleges; *Faculty College Relationship; *Negotiation Agreements; Two Year Colleges; Unions
IDENTIFIERS- *Genesee Community College NY

Collective bargaining is a bilateral decision-making process where representatives of the faculty and of the college must come to some mutual agreement on items that are listed in the body of the contract. Typically, the adversarial or competitive bargaining approach is used to resolve differences between the two sides, but there are some mutually beneficial approaches that can have the same end result without increasing the negative costs frequently associated with the adversarial approach. At Genesee Community College (GCC), a reduction in force led to a bitter round of negotiations in 1977, after eight previous years of generally satisfactory negotiations. In the 1980 negotiations, the management negotiators were determined to avoid a confrontational approach and sought to develop a cooperative relationship with the union representatives based on mutual trust and a communication of the desire and intent to cooperate. In the negotiations, the parties were prepared to agree to the college paying the employees' share of FICA instead of an 8-9% pay raise which would have been unacceptable to the county legislators. The management was able to use the money saved from the salary agreement to grant health benefits to the faculty; and the faculty were prepared to grant a longer contract period and extra contact hours in the third and fourth years of the contract. Overall, the college was able to maintain a number of clauses that had been beneficial in the past, e.g., a retrenchment clause, and a four-year renewable contract for faculty in lieu of tenure. The cooperative approach to negotiations developed at GCC has the potential for leaving the parties feeling better about themselves, the people they work with, and the institution. (HB)

ED 256 467 PS 015 022

Guidelines for Establishing Hospital-Based Immunization Education Programs for Mothers of Newborns. Section II: Program Implementation in the Hospital Setting.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 81
NOTE- 17p.; Section I is out-of-print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Guidelines; Health Education; Health Needs; Health Programs; Hospital Personnel; *Hospitals; *Immunization Programs; Mothers; *Neonates; *Parent Education; Preventive Medicine; Program Guides; *Program Implementation

This second section of the Guidelines for Establishing Hospital-Based Immunization Education Programs for Mothers of Newborns discusses program implementation in the hospital setting. Brief discussions center on the following topics: (a) Gaining Administrative Approval and Support, (b) Utilizing Hospital Staff and Volunteer Resources (includes the responsibilities of a hospital program coordinator and staff or volunteer program participants), (c) Staff Orientation/Volunteer Training (content, methods, and materials for orientation/training sessions, (d) Visiting New Mothers (an individualized bedside approach to educating new mothers about immunization and record keeping and distributing the recommended schedule and immunization record card, (e) Coordination With State and Local Departments, (f) Evaluating the Program, and (g) Conducting a Public Awareness Campaign. Appendices include a sample hospital form requesting materials for immunization; a sample list of community health service resources in New Jersey; letters given to all new mothers prior to discharge; a parental survey questionnaire with a followup letter to respondents; and a suggested press release. (AS)

Cinnamon, Jerry
Artificial Climbing Wall Design and Use.
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventure Education; Construction Materials; Design; *Design Requirements; *Equipment; Physical Activities; *Recreational Facilities; *Skill Development; Training Methods
IDENTIFIERS- *Climbing Walls; *Rock Climbing

Climbing walls can be designed to satisfy the needs of both untrained and experienced climbers offering these people a place to learn their craft as well as a place for them to keep their skills honed during off seasons. Users of the artificial wall can be classified into special groups, such as "Youth at Risk," who are engaged in challenge/growth programs; recreational climbers who wish to gain or sharpen their skills; and instructors-in-training whose goal is to work with the previously mentioned groups. When designing a climbing wall two goals should be considered: the wall should allow most average balance climbers to reach the top and provide realistic climbing problems like those of real rock cliffs. Based on these two goals, the Unity College in Maine designed and built such a wall with $1,000 and volunteered labor. The wall is three dimensional with sloping overhangs, corners and many color-coded mounted handholds. To minimize space, the wall folds up and is protected by closing safety doors. Handhold locations duplicate real situations encountered in the field. Thus, novice climbers use a specific color set of handholds that satisfy their needs and later progress to other color-codes requiring greater skill. (PM)

ED 256 551 RC 015 267

Haenn, Joseph F.
Evaluation of Project HAPPIER Survey: Illinois.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 31 Aug 84
NOTE- 32p.; For related documents, see ED 245 856 and RC 015 268-269. Portions of appendices may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Dental Health; Disease Control; Drug Abuse; *Employee Attitudes; *Health Education; Health Materials; *Health Needs; Migrant Education; *Migrant Health Services; *Migrant Problems; Migrant Programs; *Needs Assessment; Nutrition; Parent Attitudes; Physical Health; Questionnaires; State Surveys; Teacher Attitudes
IDENTIFIERS- Illinois; Project HAPPIER

As part of Project HAPPIER (Health Awareness Patterns Preventing Illnesses and Encouraging Responsibility), a survey was conducted among teachers and other migrant personnel in Illinois to assess the current health needs of migrants. The availability of educational materials was also investigated in the survey in order to ensure that a proposed health resources guide would meet the needs of migrant health and education staffs and migrant parents. Respondents indicated that migrant "wellness" and disease prevention should be a coordinated effort, led by migrant health projects and migrant education programs. The major barrier to adequate health care was high cost, compounded by the migrant environment and life style and lack of information. Teachers, outreach workers, and nurses were seen as the most influential in promoting good health practices and also were the major health providers. Dental health, nutrition, fitness, and substance abuse were the most important instructional areas. Parents' health values and beliefs, their present health knowledge, and an awareness of the barriers to good health habits were essential to the teaching process. Materials should be designed to be integrated with existing curriculum. Dental health materials were needed most. These results were similar to the results of a national study, also conducted by Project HAPPIER, using a similar survey form Appendices contain the 6-page survey form, data tables, and respondents' comments. (JHZ)

ED 256 662 SO 016 392

Pollak, Patricia Baron; Malakoff, Laura Z.
Housing Options for Older New Yorkers: A Sourcebook.
Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
SPONS. AGENCY- New York State Office for the Aging, Albany.
PUB DATE- Jan 84
NOTE- 61p.
AVAILABLE FROM- Housing Policy Programs, Dept. of Consumer Economics and Housing, Cornell University, Martha Van Rensselaer Hall, Ithaca, NY 14853 or New York State Office for the Aging, Agency Building 2, Empire State Plaza, Albany, NY 12223 ($3.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Group Homes; Housing Needs; *Housing Opportunities; Institutionalized Persons; *Older Adults; Place of Residence; Program Descriptions; Residential Programs; Resource Materials
IDENTIFIERS- Congregate Housing Program; Home Equity Conversion

Intended as an illustration of programs, resources, and references for those interested in developing new housing options for older adults, this sourcebook gives examples of existing programs in New York. Following an introductory section, section II provides a profile of older Americans, first in the United States and second, in New York State. Section III presents guidelines for assessing the housing needs of elderly residents in the community. Section IV describes a variety of housing options, including home sharing, group homes, secondary units, home equity conversion, congregate housing, enriched housing, home care, Rural Aging Services Project (RASP), property tax abatements, and help in paying for maintenance and utility bills. Advantages, constraints, examples, and references are listed for each concept discussed. Section V examines land use issues. The final section provides a list of general references. (LH)

ED 256 [illegible]73 TM 840 773

Marsh, Herbert W.
The Hierarchical Structure of Self-Concept: An Application of Hierarchical Confirmatory Factor Analysis. Revision.
PUB DATE- 25 Mar 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Correlation; *Factor Analysis; *Factor Structure; Goodness of Fit; Interpersonal Competence; *Models; Moral Values; Physical Characteristics; Psychometrics; *Research Methodology; *Self Concept; Self Concept Measures; Self Esteem; Vertical Organization
IDENTIFIERS- Confirmatory Factor Analysis; *Hierarchical Structural Analysis; *Self Description Questionnaire III; Self Report Measures

This investigation: (1) tested the ability of an a priori hierarchical structure of self-concept derived from the Shavelson model to explain responses to the Self Description Questionnaire III (SDQ III); and (2) demonstrated the application and problems with the use of hierarchical confirmatory factor analysis. A first-order factor analysis clearly identified the 13 facets of self-concept that the SDQ III is designed to measure. A series of hierarchical models clearly supported the separation of the 13 SDQ III facets of self-concept into academic and nonacademic components, and the academic facets into math/academic and verbal/academic components. However, support for the physical, social, and moral second-order factors was less clear. Third-order hierarchical models resulted in a clearly defined hierarchical general self-concept that was substantially related to general esteem, and to physical, social and emotional components of self-concept, but not to the academic and moral values components. (Author)

Roy, Archie W. N.; Howe, Christine

The Development of Children's Social Rule Awareness through Cognitive Conflict and Social Interaction.

PUB DATE- Sep 84
NOTE- 26p.; Paper presented at the Meeting of the British Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Conflict; Discourse Analysis; Elementary Education; *Elementary School Students; Foreign Countries; Moral Development; Pretests Posttests; *Social Behavior
IDENTIFIERS- Cognitive Level; Conflict Theory; Dyadic Interaction Analysis; Piagetian Theory; Scotland; *Social Interaction

This study examined effects of interpersonal and intrapersonal cognitive conflict tasks on 54 fifth and 18 seventh grade children's sociomoral rule awareness. Preconventional stage children 9 years of age were paired in same-sex dyads with 9- and 11-year-old children intermediate between preconventional and conventional stage reasoning. Six legal contravention vignettes were given to all subjects in individual interviews as a pretest. For each vignette, six questions were asked: four were designed to tap children's levels of legalistic awareness on Piagetian moral judgment dimensions and two tested supplementary dimensions of social rule perception. Subjects then played a board game that reintroduced the pretest items. In the interpersonal conflict condition, questions were asked of players that encouraged conflict, discussion, and agreement. In the intrapersonal condition, conventional statements were presented to individual players that conflicted with their earlier preconventional judgments; subjects were asked to accept or reject the conflicting statement and explain their decision. Immediate and delayed posttest interviews introducing novel test items were administered to assess stage advancement. The pattern of change from pre- to posttests support Piaget's view of cognitive conflict. Intrapersonal conflict subjects advanced more than control subjects, indicating that the social coordination of perspectives is not a prerequisite for advancement. Children can advance by means of an internal perception of conflict and a subsequent restructuring of their knowledge. (RH)

ED 256 511 PS 015 127

Breslow, Leonard

Structures and "Stretchers": Extensions of Structural Developmental Theory to the Emotional, Social and Clinical Domains.

PUB DATE- Apr 85

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; *Cognitive Development; *Developmental Stages; *Emotional Development; *Psychotherapy; Research Problems; *Social Development

IDENTIFIERS- *Functional Similarity; *Interdomain Influences; Piagetian Theory

With or without the support of research, clinicians must make judgments concerning relations between different areas of psychological functioning. Recently, studies have been made of possible relations between different areas of mental activity, including logical and emotional conception and social, emotional, and perceptual functioning. Nannis suggests that an understanding of children's concepts of emotions has important implications for the therapeutic process and points out that insight-oriented therapy must take into account developmental limitations in children's ability to conceptualize emotions. Gordon posits the structure of adolescents' logical thinking as a determinant of their social judgments and behavior. Slotnick argues that autistic children's social resistance, deficits in information processing, and deficient self-regulatory abilities are responsible in part for the retardation observed in their logical structural development. However, in order to determine the existence of relationships, it is important to have a good understanding of phenomena thought to be related. In general, the effort to apply structuralist theory to clinical issues comes up against problems of distinguishing and determining relations between structure and content, between structure and function, and between one structural domain and another. (RH)

ED 256 525 RC 015 187

Pueblo Infant Parent Education Project (PIPE Project). Final Report.
Western Illinois Univ., Macomb. Coll. of Education
SPONS. AGENCY- Special Education Programs (ED/OSEPS), Washington, DC. Handicapped Children's Early Education Program
PUB DATE- 84
NOTE- 26p.
GRANT- G008100234
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Child Development; Cognitive Development; Community Health Services; *Developmental Disabilities; Family Programs; *Home Programs; Home Visits; Human Services; Infants; Inservice Education; Mild Disabilities; Paraprofessional Personnel; Parent Child Relationship; *Parent Education; Parenting Skills; *Preschool Education; Program Descriptions; Program Evaluation; Rehabilitation Programs; Severe Disabilities; Toddlers
IDENTIFIERS- Community Health Representatives; *Early Intervention Programs; Handicapped Childrens Early Education Program; Pueblo (People); *Pueblo Infant Parent Education Project NM

In the third and final year of its demonstration grant, the PIPE Project refined and expanded services to families in seven Pueblo Indian communities. Project staff and local Community Health Representatives (CHRs) completed 82 developmental assessments, made more than 400 home visits, and provided ongoing educational services to 27 handicapped infants and toddlers and their families. Project evaluation assessed the effect of paraprofessional training for CHRs, the impact of home intervention, and the handicapped children's developmental progress. In each case beginning and end-of-year results were compared using correlated t-tests. CHRs self-reports of knowledge and competency reflected significant growth in the four key areas addressed by inservice training, particularly interacting with parents. To measure the impact of home intervention, PIPE staff members completed the "Parent Behavior Progression" checklist with 21 families. Ratings indicated significant improvement in parenting skills over the year. Developmental assessments with 20 of the children served showed significant raw score gains; differences between predicted and observed gains were not significant. Correlations between project related variables and child progress suggest that parenting skills are related to rate of child progress, i.e., the project's aim of training parents also benefits the children. Ten tables of data are appended. (JHZ)

ED 256 564 SE 045 487

Fields, Steve
Can Abstract Concepts Be Taught to All Students?
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Cincinnati, OH, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aptitude Treatment Interaction; *Cerebral Dominance; Cognitive Ability; *Concept Formation; Concept Teaching; *Field Dependence Independence; Literature Reviews; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Sex; *Teaching Methods
IDENTIFIERS- *Science Education Research

A review of the literature was conducted to determine if there are instructional treatments that are effective at fostering the learning (conceptualization) of abstract concepts and what personal and/or cognitive attributes favor conceptualization. Areas addressed include: reporting relative effectiveness of findings (including the reporting of explained variance and acceptable levels of explained variance); studies of concept achievement (including studies on the use of concrete exemplars and laboratory/inquiry strategies); cognitive learning style (field dependence/independence); cerebral hemisphericity (preference for right or left brain functioning); cognitive ability level; and gender. The fundamental conclusions drawn are that: (1) there are no consistent methods for the teaching of abstract science concepts; (2) most studies have ignored the individual differences of the learners; (3) aptitude-treatment-interactions do exist for most, if not all, instructional strategies; and (4) certain cognitive attributes of the learner are more indicative of achievement than is the instruction provided. (Author/JN)

ED 256 578 SE 045 510

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6001-20; ISBN-0-88315-518-4
PUB DATE- 84
NOTE- 358p.; For part 1 see SE 045 509; for student's workbook see SE 045 507-508. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Grade 1; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 72 modules on 114 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving. Pages from the student's workbook are interspersed with the suggested activities. (MNS)

ED 256 606 SE 045 538

Academic Science/Engineering: Graduate Enrollment and Support, Fall 1983. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-85-300
PUB DATE- 85
NOTE- 300p.; For 1982 and 1982 reports, see ED 231 656 and ED 245 926.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Science; *Engineering; Engineering Education; *Enrollment; *Enrollment Trends; Federal Aid; Financial Support; Full Time Students; Graduate Students; *Graduate Study; Higher Education; Medical Education; Part Time Students; *Postdoctoral Education; *Sciences; Surveys
IDENTIFIERS- National Science Foundation

The 12th Annual Survey of Graduate Science and Engineering Students and Postdoctorates requested data from all institutions of higher education in the United States in which there was at least one science or engineering program leading to a master's or doctoral degree, including medical schools and other components granting first-professional doctorates in health-related fields. These data are presented in detailed statistical tables provided in five parts labelled A-E. The first part includes summary data for all institutions, both doctorate- and master's-granting for fall 1983. The second part presents summary trend statistics from all graduate institutions, 1976-1983. The third and fourth parts show similar trend statistics for doctorage-granting and master's-granting institutions. The tables in the last part provide information on total departmental coverage along with rankings of individual institutions on the basis of fall 1983 data. Among the variables considered are sex, race, citizenship status, geographic distribution, type of control, full-time status, and part-time status. Also provided are technical notes, and copies of 1983 survey forms together with survey instructions and summaries of institutional responses. (JN)

ED 256 620 SE 045 554

Elfner, Lynn Edward, Ed.
Ohio Science Workbook: ENERGY. 1984-85 Edition.
Ohio Academy of Science, Columbus.
SPONS. AGENCY- Ohio State Dept. of Development, Columbus. Office of Energy Conservation.
PUB DATE- 28 Feb 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary School Science; *Energy; *Energy Education; Industry; Information Sources; Intermediate Grades; Resource Materials; Science Education; *Science Experiments; Secondary Education; *Secondary School Science; *Student Projects; Student Research
IDENTIFIERS- *Ohio

This resource guide is designed to: (1) stimulate development of student energy research projects; (2) expose students to research problems important to Ohio's science- and engineering-related industries; (3) strengthen the working relationship between science, mathematics, and English teachers in promoting technical communication skills; (4) engage Ohio's corporations in a partnership with the Ohio Academy of Science and state government to provide curriculum materials; and (5) help students develop and sharpen their library research skills, particularly those in the area of energy research. The guide is divided into four sections. The first section (taken from the "Energy-Environment Sourcebook," by John Fowler) examines: the nature and role of energy; force, work, energy, and power; heat and heat engines; and generation, transmission, and distribution of energy. The second section presents suggested projects to stimulate student research on energy. These projects were submitted by individuals or industries and include background information, a discussion of the problem to be solved, recommended methodology, and references. The third section discusses how to find energy information in the library. The fourth and last section provides additional references and sources of information. (JN)

ED 256 634 SO 016 288

Chrystie, Richard; Susoeff, Steve
People v. Ballard. Hit and Run: Teenage Drinking, Driving, and Responsibility.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 84
NOTE- 48p.; For related document, see SO 016 287. Official materials for the California State Mock Trial Competition, a part of the State Department of Education Project. Co-sponsored by the State Bar of California, the California Young Lawyer's Association, and the Los Angeles Daily Journal.
AVAILABLE FROM- Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Responsibility; Courts; *Criminal Law; *Drinking; Drug Use; Experiential Learning; Instructional Materials; Juvenile Courts; *Legal Education; Secondary Education; Simulation
IDENTIFIERS- *Drinking Drivers; Drunk Driving; *Law Related Education; Mock Trials

These instructional materials involve secondary students in simulating a criminal trial concerning teenage drinking. Included are all materials necessary for participation in the 1984 California Mock Trial Competition. Part I of the document describes a hypothetical situation involving a high school senior who faces state felony charges for leaving the scene of an accident where another person has been injured. The driver had been drinking on the night of the accident. Discussion questions are provided. Part II, which makes up the bulk of the publication, develops the hypothetical situation and provides all materials necessary for presentation of the mock trial. Included are discussions of the form and substance of a criminal trial, role descriptions, a time sheet, procedures for presenting the case, rules of evidence summary, a judge's rating sheet, case materials, and classroom exercises. Part III contains materials and procedures for the preparation of a pre-trial motion on an important constitutional issue--the conflict between freedom of the press and the right to a fair public trial by an impartial jury. Tips on how to use a law library are also included. (RM)

ED 256 648 SO 016 342

Goodman, Jesse

Putting Educational Criticism into Practice: An Alternative to Technocratic Curriculum Design.

PUB DATE- Mar 85

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For a related document see ED 251 373.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Descriptions; Course Evaluation; *Curriculum Design; Educational Change; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Higher Education; Student Attitudes; Student Teachers; Teacher Education Curriculum; *Teacher Role

A course in curriculum design, developed to help education students take a more active role in determining the content of the classes they will be teaching, is described. Since the turn of the century, curriculum design in North America has been dominated by an approach that attempts to maximize the efficiency with which students meet specified objectives. Critics have argued that when knowledge is presented in this manner, it loses its educational integrity and wholeness, and that public knowledge is stressed over personal knowledge. The approach of this course is comprised of five phases: (1) developing curriculum themes, (2) exploring resources, (3) developing learning activities, (4) evaluating pupils' work, and (5) evaluating the unit. This represents a significant change from the technocratic model because it involves not just following a certain procedure but also reflects a way of seeing knowledge, children, and the educational process. Student teachers attempting to use this approach have encountered difficulties both because of their own frequent lack of interest in developing curriculum and because of lack of support from the schools where they are doing student teaching. More research is suggested to answer questions about the long-term implications of such courses on teachers' careers. (IS)

ED 256 693 SO 016 437

Howard, Norman, Ed.; Sussman, Colleen, Ed.
Security and Arms Control: The Search for a More Stable Peace. Revised.
Department of State, Washington, D.C.
PUB DATE- Sep 84
NOTE- 78p.; Some maps and graphs may not reproduce clearly. For a related document, see SO 016 438.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disarmament; Futures (of Society); International Relations; National Defense; *National Security; Nuclear Warfare; Peace; *United States History; World Problems
IDENTIFIERS- North Atlantic Treaty Organization; Nuclear Deterrence; USSR

Efforts of the United States since the end of World War II to advance the arms control process are discussed. There are five major sections. The first section recounts past arms control efforts--those that have worked and those that have not--and discusses the principles underlying U.S. arms control initiatives. The second section describes the factors that have shaped U.S. security policy, examining security in Asia, the Near East and Southwest Asia, the Western Hemisphere, Africa, and Europe. The North Atlantic Treaty Organization (NATO) and the strategic defense initiative are also examined. The role of arms control in U.S. security and the Soviet approach to arms control are examined in the third section. The fourth section reports on eight critical arms control challenges and how the United States and its allies are addressing them. The challenges are: strategic arms reduction talks, intermediate-range nuclear forces, mutual and balanced force reductions, confidence-building measures, chemical weapons, space arms control, nuclear testing, and nuclear nonproliferation. The publication concludes by summarizing the prospects for arms control. An arms control glossary is provided. (RM)

ED 256 707 SO 016 477

Kentucky's Unified Court of Justice. Teachers' Manual.

Kentucky Administrative Office of the Courts, Frankfort.; Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

PUB DATE- Apr 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Experiential Learning; Glossaries; Learning Activities; *Legal Education; Resource Materials; Role Playing; Secondary Education; Simulation; *State Courts; *State Government; State History
IDENTIFIERS- *Kentucky; *Law Related Education; Mock Trials

Resource materials and learning activities to help secondary students in Kentucky learn about their state's court system are provided. The guide begins by providing a history of the Kentucky Court of Justice. Discussed are the qualification of judges, the Retirement and Removal Commission, the Judicial Nominating Commission, and juries. Background information is then provided on the District Court, the Circuit Court, the Court of Appeals, and the Supreme Court. The Circuit Court clerk's office is also discussed. Next, classroom activities are suggested. Activities involve students in simulations, role play, dramas, mock trials, and case studies. Ways in which teachers can use local and state resources are also described. A mock trial competition handbook that describes the rules of competition, trial procedures, how to prepare for the roles of witnesses and attorneys, and simplified rules of evidence and procedure is included. The manual concludes with a glossary. (RM)

ED 256 724 SP 025 892

Jones, Margaret A., Ed.

Contemporary Elementary and Middle School Physical Education Conference Proceedings (Atlanta, Georgia, January 17-19, 1985).

Georgia State Univ., Atlanta.
PUB DATE- Jan 85
NOTE- 67p.; For the 1984 conference proceedings, see SP 025 891.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Discipline; Eating Habits; *Educational Games; Elementary Secondary Education; *Health Education; Individualized Instruction; Outdoor Activities; Parent Attitudes; *Physical Education; *Physical Fitness; Self Concept; Special Education; *Teacher Effectiveness

The Contemporary Elementary and Middle School Physical Education Conference was devoted to over 30 workshops and demonstrations of games and sports that may be used by teachers to improve physical fitness and cardiovascular strength in young children. There were also seminars and workshops focusing on disruptive behavior, curriculum development, eating disorders, and individualizing physical education. Discussion groups considered parent attitudes toward physical education and therapeutic recreation in special education. Descriptions are given of class activities, games, and outdoor activities appropriate for children from kindergarten to eighth grade. (JD)

ED 256 741 SP 026 055

Promoting Nutrition through Education: A Resource Guide to the Nutrition Education and Training Program (NET). Bibliographies and Literature of Agriculture No. 31.

MAXIMA Corp., Silver Spring, Md.

SPONS. AGENCY- National Agricultural Library (DOA), Washington, D.C.
PUB DATE- Aug 84
NOTE- 261p.
CONTRACT- 53-3K06-1-13
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Educational Resources; Elementary Secondary Education; Food Service; *Instructional Materials; *Nutrition Instruction; *Program Descriptions; Program Development; Teacher Education
IDENTIFIERS- *Nutrition Education and Training Program

This bibliography was compiled by the Food and Nutrition Information Center (FNIC) as a resource guide for the Nutrition Education and Training Program (NET). Part I contains descriptive information on materials developed under NET funding, organized by audience level (e.g., kindergarten through grade 6, teacher education, or food service training). Each citation contains an informative abstract, format description, language of the publication, and FNIC number. If the items may be purchased, source information is provided. Part II contains citations from the literature regarding the NET program or materials that were selected from a variety of publications. The first section contains articles pertaining to needs assessments done by states, annual evaluation reports, state plans, and Congressional testimony related to funding for the program. In the second section, state and local programs are described along with their goals and accomplishments. The third section contains articles that did not identify their source of funding, but indicated the use of NET-developed materials or personnel, or gave information on the availability of some NET materials. Title, state, and language indexes are included. (JD)

ED 256 757   SP 026 090

Pajakowski, Mary G.

An Annotated Bibliography of the Literature Dealing with Educational Trends and the Effect This Has on the Teaching Workforce.

PUB DATE- 28 Jul 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Improvement; *Educational Trends; Elementary Secondary Education; *Professional Recognition; *Teacher Effectiveness; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation)

Three areas of current literature addressing the problem of low and declining teacher quality are included in this 60-citation annotated bibliography. The first area, past trends and the current status of teachers in the workforce, was explored in an effort to determine how education and teachers came to their present situation. In the second area, the effect these trends have on effective teachers, the current shortages and surpluses of teachers in various subject areas were explored. The third area studied, possible improvements in the quality of teachers, was explored for programs being proposed to solve the problems revealed as teacher surpluse, shortage, and quality. A summary of findings on trends in education is presented and some conclusions and recommendations are offered. (JD)

ED 256 788 TM 850 253

Stein, Robert Christopher

Evaluation of the Race/Human Relations Program: Observations--A Second Year's Look at Racial Mixing and Quality of Interactions at School Sites. Evaluation Department Report No. 370.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

PUB DATE- 24 Jul 84

NOTE- 262p.; Small print in Appendix C.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavior Rating Scales; Elementary Secondary Education; *Evaluation Methods; *Group Dynamics; *Integration Studies; Program Evaluation; Racial Integration; *Racial Relations; School Desegregation; Sex Bias; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *San Diego Unified School District CA

The evaluation of long-range goals of the Race/Human Relations Program of the San Diego City Schools consisted of observations to determine the degree to which racial mixing was occurring at school sites and the quality of interactions among students and adults. Fifty district employees were trained in the use of the Contextual Evaluation Form. A seven point rating scale was used to assess racial mixing and quality of interactions among persons who differed by race, gender, ethnicity or ability/disability. Conclusions and recommendations based upon the results of the observations are discussed. Appendices A through E are separately bound and consist of over 200 pages. They include references, the Contextual Evaluation Form, evaluation team comments, interview forms, and interview comments. (DWH)

ED 256 804 TM 850 299

Proller, Norman L.
Evaluation of the 1983-84 ECIA, Chapter II Teaching/Outreach/Parent Involvement/Skill Development Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Sep 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Behavioral Objectives; *Behavior Disorders; Behavior Modification; Diagnostic Teaching; Elementary Education; *Emotional Disturbances; *Individualized Education Programs; Inservice Teacher Education; Mental Health Clinics; Parent Education; *Program Evaluation; Program Implementation; School Psychologists; Special Education; *Special Schools; Student Evaluation; Test Results
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

This report describes and evaluates the 1983-84 TOPS (Teaching/Outreach/Parent Involvement/Skills Development) program in the Dade County Schools, Florida. Designed for severly emotionally disturbed elementary school students, its full services approach contained the following components: (1) a highly structured academic program employing intensive diagnostic/prescriptive evaluation used to develop individualized instructional objectives and lesson plans for each student; (2) a classroom behavior management system; (3) a bus behavior management system; (4) progress reviews and anecdotal behavioral records for every TOPS student; (5) development and implementation of parent training and support groups; and (6) individual and group counseling or therapy for selected students and families via contractual arrangements with community mental health agencies. Services were provided in two TOPS classes at both Ludlum and Howard Drive elementary schools. TOPS training staff also assisted other teachers of emotionally handicapped students. Although evaluation results indicated that all essential program elements were implemented at both sites, several facility improvements and staffing changes are recommended. Analysis also showed significant student improvement in most classroom behavior and individual achievement measures. Appendices contain: (1) TOPS students' diagnoses and previous placements; (2) copies of forms used in program implementation; and (3) TOPS parent training group questionnaire. (BS)

ED 256 440 JC 850 217

McGrath, Dennis

Transfer Education Program: Community College of Philadelphia. Report to the Ford Foundation Urban Transfer Opportunities Program.

Philadelphia Community Coll., Pa.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 30 May 84

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Transfer Students; Community Colleges; Program Descriptions; *Transfer Programs; Two Year Colleges; Urban Education

IDENTIFIERS- *Transfer Opportunities Program

In fall 1983, work began on the development of a new transfer program at the Community College of Philadelphia. The process began with the replacement of the typical set of introductory courses with a 12-hour curricular unit in which the lectures, readings and other activities were coherently integrated. An "Introduction to Social Science" course would serve as the first offering of the new Transfer Education program. The program combined curriculum and staff development activities designed to ground students in the concepts, vocabulary, and methods of the social sciences, and to prepare long-time faculty members to rethink their pedagogical goals and procedures. The staff development component centered on writing across the curriculum, faculty mentoring, and seminar work, while a main program element involved the integration of writing into the intellectual agenda of the program. In January 1984, the program began with two sections of students taking the initial "Introduction to Social Science" semester. Later, in spring 1984, a faculty group from the Humanities Division began a planning process to construct the curriculum for the second "Introduction to Humanities" semester. The program not only received enthusiastic response from faculty but it resulted in high rates of student satisfaction accompanied by lower rates of attrition for students of the program. Problems that remain to be solved include a continuing need to reorient faculty in terms of their goals and the pedagogical process; the need to develop a more integrated college curriculum; ways to include part-time students in the program; ways of improving counseling support; ways to improve articulation with four-year institutions; and ways of institutionalizing the program. (HB)

ED 256 483 PS 015 079

Sperling, Barbara A.

Lively Ideas for Building Reading Readiness and Language Skills in Extended Day Kindergarten.

PUB DATE- Apr 85
NOTE- 43p.; Paper presented at the Missouri State Council International Reading Association Spring Conference (Cape Girardeau, MO, April 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; *Extended School Day; *High Risk Students; *Kindergarten; Language Skills; Prereading Experience; Primary Education; *Reading Readiness; *Teaching Methods
IDENTIFIERS- *Prereading Activities

Teachers of extended day kindergarten classes and regular kindergarten classes are encouraged to help the poor risk child, who demonstrates the potential for having difficulty with the academics of first grade, by identifying the child's levels in reading readiness, developing the hows and whys of learning (teaching the child how to learn), emphasizing language skills that support reading, and always reading to the child. Discussion of these approaches points out additional techniques teachers can use to improve reading readiness. Appended to the discussion is an outline of reading readiness skills with coordinated lists of expectations for student performance and suggested learning activities provided for association, visual, auditory discrimination, and language skills. (RH)

ED 256 592 SE 045 524

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 5.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2005-24; ISBN-0-88315-549-4

PUB DATE- 83

NOTE- 132p.; For part 1 of workbook see SE 045 523. For teacher's manual see SE 045 525-526. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 1[illegible] Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 5; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 5 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. One hundred fifteen performance objectives are included in this part of the grade 5 workbook, designed to develop statistical ideas, computational skills with whole numbers, fractions, and decimals, number concepts, and measurement skills. (MNS)

ED 256 663 SO 016 393

Brown, Mary Jo McGee
The Plague of Analyzing Qualitative Data.
PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Educational Anthropology; Educational Research; Elementary Secondary Education; *Ethnography; Higher Education; *Research Methodology; Social Science Research; *Social Studies
IDENTIFIERS- *Qualitative Research

An expansionist/reductionist model is proposed, in which the naturalistic inquirer uses qualitative methods for evaluating social studies and proposing suggestions for improvement. Qualitative research is seen as a means of presenting a sensitive picture of the world view of the population studied that cannot be obtained by other research strategies. Thus, research in social studies education that focuses on identification of the world view of classroom teachers, students, and administrators can provide a possible framework for planned research and decisions about social studies curriculum, teaching strategies, curriculum development and inservice approaches, teacher and student needs in the classroom, and perceptions of what the goals of social studies should be. While this "emic" approach in qualitative research is seen as the best method for studying both the process of change in education and the changing needs of various participants, and also for identifying pressing problems, it can present problems because it attempts to consider as many variables as possible to explain the phenomenon being studied. Because reduction and analysis of such data are viewed as the most important steps in qualitative research, suggestions for data reduction, event analysis, and communication with the audience are given. Examples of ethnographic research in education and some recent controversies in such research are also given. (LH)

ED 256 679

SO 016 421

Teacher's Guide to Resources on Asia.

Brigham Young Univ., Provo, UT. Center for International and Area Studies.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Mar 83

NOTE- 63p.; Prepared by Asian Outreach.

AVAILABLE FROM- Center for International and Area Studies, Brigham Young Univ., Box 61 FOB, Provo, UT 84602 ($10.00, prepaid).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Asian History; *Asian Studies; Elementary Secondary Education; Films; Higher Education; Human Resources; Instructional Materials; Organizations (Groups); Periodicals; Resource Materials

IDENTIFIERS- Utah

Intended for elementary, secondary, and college level teachers of Asian studies, this directory describes resources on Asia. The directory has two major sections. The first section describes "National Resources." Included are professional organizations, resource guides and bibliographies, periodicals, and film guides and sources. Resources dealing with Asia in general and with specific Asian countries are provided. The second section of the directory describes Utah resources. These include professional groups, university courses and faculty, Asian churches, and groups concerned with martial arts, Asian food supplies, and Asian imports and art. (RM)

ED 256 818 TM 850 316

Statistical Abstract, Dade County Public Schools, 1983-84.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Feb 84
NOTE- 179p.; This paper received the 1985 American Educational Research Association Division H Award for Best School or School District Statistical Profile. For the accompanying profiles, see TM 850 315.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; *Comparative Analysis; Educational Finance; Elementary Secondary Education; Expenditure per Student; Federal Programs; *Institutional Characteristics; Outcomes of Education; Program Evaluation; *School Districts; School District Spending; School Personnel; *School Statistics; Special Programs; State Programs; Student Characteristics; Teacher Characteristics; Test Results
IDENTIFIERS- Dade County Public Schools FL

This document combines and consolidates several statistical reports published separately in prior years. The report is designed to present a summary of statistical information on the status of public education in Dade County, Florida. It discusses school organization, pupils, educational programs, achievement and other outcomes of schooling, staffing, finances, facilities, business services, and a summary of the results of program evaluations. Comparison studies between Dade County and the twenty largest school districts in the United States and Florida with regard to staffing levels, salaries, and expenditures per pupil are included. The document is a districtwide overview intended to serve as a companion document to the District and School Profiles 1983-84. The information in this report will serve as baseline data for planning purposes in the development of the District Comprehensive Plan. (DWH)

ED 256 832 UD 024 199

Nickson, Sheila J.
Status of Minority Professionals on Majority Campuses. "Saviors, Victims or Survivors?"
PUB DATE- 26 Mar 82
NOTE- 10p.; Paper presented at the National Association for Equal Opportunity in Higher Education (Washington, DC, March 26, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Blacks; Black Students; Black Studies; *Black Teachers; *Colleges; Educational Opportunities; *Educational Quality; Higher Education; Minority Groups; *Professional Personnel; Racial Identification; Racial Relations; State Universities; Teacher Student Relationship

The conspicuous absence of Black professionals at predominantly White colleges has serious consequences for Black students. In the State University of New York system, for example, there are only 262 Blacks in a 9,000 member faculty and the highest percentage of Black professionals are low level administrators. For the few Black faculty on majority campuses, maintaining racial identity is difficult. Yet it is essential, for often only a minority teacher can effectively reach a minority student. Black students at White schools are often less well educated than Black students at Black schools because majority teachers cannot always communicate their knowledge in a manner that is meaningful to minority students. Obviously, too, Whites cannot teach Black awareness and pride. Black professors, on the other hand, often become the unofficial mentors of Black students, but this time-consuming activity does not help them gain tenure. Non-renewal of Black faculty is widespread and is accompanied by a decline in the number of Black Studies programs at predominantly White campuses. Black students at majority schools will only survive in direct ratio to the input and impact of Black faculty and staff. More research is needed to substantiate this claim, and affirmative action for faculty and students must be maintained. More fundamentally, however, Black professionals and parents must be willing to assume the ultimate responsibility for the education of Black children. (KH)

ED 256 468 PS 015 025

Thompson, Debra S.
The Professionalism of Early Childhood Educators and Administrators:
Problems and Prospects.
PUB DATE- Jun 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Day Care; Early Childhood Education; *Educational Administration; *Educational Change; *Educational Improvement; *Preschool Teachers; *Professional Recognition

This paper examines the professionalism in early childhood education through a systematic view of its pertinent characteristics, problems, and outlooks. First, some terms basic to the discussion are defined. Second, the basic characteristics of a profession are delineated, and early childhood teaching and program administration are discussed as potential professions. Third, five major changes in the early childhood field as it moves toward greater professionalization are contemplated. Fourth, the "natural history of professionalization" is described as an inevitable path of the early childhood field; drawbacks to professionalization are considered. Last, current endeavors of a national early childhood organization as well as several recommendations are considered in an effort to promote professionalization. (RH)

ED 256 539 RC 015 248

1984 Annual Report of the American Camping Association.
American Camping Association, Martinsville, Ind.
PUB DATE- 84
NOTE- 18p.; For the 1983 report, see ED 238 653. (Best copy available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; *Camping; Educational Research; Environmental Education; Futures (of Society); Group Membership; Inservice Education; *Management Development; *Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); *Planning; Private Financial Support; *Public Relations; Resident Camp Programs; Standards
IDENTIFIERS- *American Camping Association; Financial Reports

The 1984 American Camping Association (ACA) annual report reviews trends and successes of the year. A preliminary message from ACA President Charles Kujawa recognizes the year's significant progress and indicates nine specific examples of success, including implementation of the Association Directions Study, approval of new camp standards, establishment of the National Endowment Development Committee, and ACA's stronger link with the public sector. A message from the executive vice president suggests three issues ACA may address in the future: interpreting the critical role organized camp experience has in the total educational experience of youth, keeping public and private institutions informed to insure sponsorship of campers, and developing tools for camp directors to utilize in building a strong and organizational base. A review of plans for the years 1984-1990 notes a system for short-term planning and five intermediate goals. The review proceeds to discuss new approved association standards, Camping Magazine's growth, increased membership, awards presented, government relations with an emphasis on child nutrition legislation, educational services, public relations, publication sales and development of the new Select-A-Camp service, and research activities. Financial data are provided and include comparisons between ACA fiscal years 1983 and 1984. Contributors, life members, Acorn Society members, national board, committee and staff members are listed. (PM/ERB)

ED 256 758 SP 026 105

Reiff, Judith C.
A Model for Personalizing Instruction in Teacher Education.
PUB DATE- Apr 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Education Courses; Evaluation Methods; Higher Education; *Individualized Instruction; Interaction; *Learning Strategies; Preservice Teacher Education; Self Concept; Teacher Student Relationship; *Teaching Styles

The DICSIE (describe, interact, control, select, instruct, and evaluate) model provides a systematic approach to personalizing instruction in teacher education. First, the individual learning style of the student is determined and a description is given by the instructor of the teaching methods most commonly used in the classroom. Awareness of the importance of interaction between student and learning style, instructor and learning style, instructor and teaching style, as well as student and teaching style, is of fundamental importance in this model. Once identification is made of different cognitive styles, teachers and students may systematically plan how they will incorporate their personal styles into studying and instructing. Student involvement is increased by diversified teaching styles and the model encourages teachers to be flexible and versatile in selecting a variety of appropriate instructional strategies. Ongoing evaluation of interaction between student and instructor provides the instructor with more complete and accurate information about the capabilities and progress of the student. (JD)

ED 256 774 TM 850 015

Lowe, Rosemary H.
Job Evaluation Technologies and Their Potential for Unbiased Measurement of Job Worth.
PUB DATE- Mar 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bias; Comparative Analysis; *Compensation (Remuneration); *Job Analysis; Latent Trait Theory; Salaries; *Salary Wage Differentials; *Sex Bias; Statistical Analysis
IDENTIFIERS- Comparable Worth; *Job Evaluation; Job Value Factors

This report examines the process of job evaluation as a method of measuring job worth. Latent trait theory is applied to suggest methods of identifying wage bias. The point factor method of job evaluation selects compensable factors and weights them, using regression analysis. This method is used to maximize the prediction of the existing wage structure for these jobs. The choice and weights of factors reflect the market value of jobs. The a priori method of selecting and weighting compensable factors is preferred by advocates of pay equity. Factors are determined through a process of judgment and negotiation before any jobs are evaluated. Research on psychometric techniques is suggested if job evaluation is to be used to remedy wage discrimination. Several potential sources of bias in job evaluation are suggested. Systematic job evaluations should be conducted more frequently to reduce wage inequities (DWH)

ED 256 455 JC 850 238

Radcliffe, Susan K.; Novak, Virginia E.
Howard Community College Staff Services Evaluation, Spring 1985. Research Report Number 41.
Howard Community Coll., Columbia, MD. Office on Institutional Research.
PUB DATE- May 85
NOTE- 118p.; Part 3 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Administration; College Programs; Community Colleges; *Employee Attitudes; Institutional Evaluation; Institutional Research; Program Evaluation; *Self Evaluation (Groups); *Teacher Attitudes; Two Year Colleges

In spring 1985, Howard Community College conducted a study to evaluate its performance of services for fiscal year 1985. All members of the faculty and management of the college were asked to complete a 153-item questionnaire arranged in 28 service areas. Questionnaires were completed by 25 faculty members (51% of total faculty), 30 management team members (73%), and 38 support staff members (46%), for an overall response rate of 54%. The overall mean rating for the college for all services in all job categories was 3.53, with 3 indicating a satisfactory rating. In all, only 12 individual survey items had a mean rating below 3.0 (i.e., sound fiscal management, accessibility of the president, encouragement of participatory decision-making by the president, provision of research assistance by the office of institutional research, institutional planning systems, management by objectives system, management information systems, faculty evaluation system, student evaluation, Professional Development Center utility, financial aid services coordination, and co-curricular activities). Conversely, 31 items and four service areas (i.e., Continuing Education, the Learning Resources Center, General Services, and Business Services) had a mean rating above 4.0 ("good"). The evaluation report includes tables showing for each service area and questionnaire item mean scores, number of respondents in each job category, frequency counts, and overall mean scores. (AYC)

ED 256 512 PS 015 128

Feiring, Candice; And Others
The Relationship between Social Support, Infant Risk Status and Mother-Infant Interaction.

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- Apr 85
NOTE- 24p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
CONTRACT- OEC-300-77-0303
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Diseases; Ethnic Groups; *High Risk Persons; Hispanic Americans; Infant Behavior; *Infants; Mothers; *Parent Child Relationship; Play; Poverty; *Premature Infants; Proximity; *Social Support Groups; Urban Areas; Whites
IDENTIFIERS- New York (New York); Smiling; *Social Interaction

The purpose of this study was to examine the social support network of mothers with high risk infants and the relation between support and mother-infant interactive behavior. Two issues were investigated: who gave what kind of support to the mother as a function of her infant's birth status; and the relation between type of support and mother-infant interaction in risk and nonrisk dyads. Subjects were 90 infants and their mothers who participated in a longitudinal study on the consequences of high risk birth. Infants were classified by maturity and health into four diagnostic groups: healthy and sick preterm and healthy and sick term. Families participating were all poor, inner city residents of New York City. Sixty-five percent were Hispanic and 28 percent were Black. The remaining seven percent were Caucasian. Results indicate that the number of persons giving support and the type of support given is related to the health status of the child at birth. This differential support may mediate the mother's interactive behavior with her infant during the early months of life. Support to the mother of a sick infant, whether that support involves goods or services, seems to positively reinforce the mother's behavior toward her infant, facilitating more proximal and less distal interaction during the early months of infancy. (RH)

ED 256 552 RC 015 268

Project HAPPIER Final Report of Survey Results: Migrant Family Survey.

Pennsylvania State Dept. of Education, Harrisburg.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 21 Sep 84
NOTE- 70p.; For related documents, see ED 245 856 and RC 015 267-269. Appendices may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Comparative Analysis; Disease Control; Disease Incidence; Environmental Influences; Family Environment; *Family Health; Folk Culture; Health Conditions; *Health Education; *Health Needs; Migrant Education; *Migrant Health Services; *Migrant Problems; *Needs Assessment; Physical Health; Questionnaires; Use Studies; Work Environment
IDENTIFIERS- Access to Health Care; Folk Medicine; Project HAPPIER

In order to direct its curriculum units at critical health issues facing the migrant population, Project HAPPIER (Health Awareness Patterns Preventing Illness and Encouraging Responsibility) conducted two surveys focusing on the health status of migrants and their needs for further health information. The present survey, with data from 109 migrant families in 9 states, focused on the incidence of illnesses during the last 12 months, environmental health factors, barriers to obtaining health services, perceptions of 65 selected illnesses, and treatments used for those illnesses. Respondents indicated a high incidence for both minor and major illnesses; they showed a strong desire for information, with one-third of the families wanting more information on each of the illnesses. Data on perceptions and treatments of illnesses showed areas of sophisticated knowledge and areas where information is badly needed. Health education should emphasize key disease processes, migrant control over their own health status, and knowing when to seek professional help for illness. Because of the socio-cultural diversity of migrants in the United States, this survey should be conducted with other special populations. Item-by-item analysis of responses, comparison of results with a related survey of health care providers, and the 11-page Spanish/English survey form are included. (JHZ)

ED 256 565 SE 045 488

Stefanich, Greg; And Others

A Study of the Concurrent Validity of a Group Reasoning Test Built from Piaget's Tasks.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; *Cognitive Tests; Developmental Stages; *Elementary School Science; Grade 4; *Group Testing; Intermediate Grades; Science Education; *Test Validity
IDENTIFIERS- *Piagetian Tests; Science Education Research

Researchers have attempted to develop paper and pencil Piagetian tests that yield results equivalent to manipulative Piagetian tasks and that can be administered in significantly less time. This study is an attempt to partially replicate and extend the findings of research by Paul Ankeny and Lyle Joyce who found significant positive correlations between a paper and pencil Piagetian test and manipulation Piagetian tasks. It was hypothesized that the scores obtained by 50 fourth-grade students on Ankeny and Joyce's Piagetian Reasoning Test would be positively correlated with the number of manipulative tasks mastered by the students. The Reasoning Test is group administered; it consists of 30 objective questions and assesses operations such as: conservation (of weight, length, area and volume), one-to-one correspondence, class inclusion, transitivity, Euclidean space, spatiality, and velocity. Students were given the Reasoning Test (and classified as concrete operational if they demonstrated mastery on eight or more operations) and were interviewed using Piagetian tasks which paralleled the 10 operations on the Reasoning Test. Results show that a significantly larger portion of students demonstrated concrete operational thought process on task interviews as compared to printed (and oral) questions reflecting the same operations. Implications for decisions concerning the selection of instructional materials and methods are also addressed. (JN)

ED 256 649 SO 016 344

Students and the Law.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Oct 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Constitutional Law; Consumer Education; *Court Litigation; Criminal Law; Hazardous Materials; High Schools; Justice; Juvenile Courts; Labor Legislation; *Laws; Learning Activities; *Legal Education; *Legal Problems; Lesson Plans
IDENTIFIERS- Automobile Insurance; Computer Crime; *Law Related Education

Designed as a practical approach to the study of law, this publication offers seven lesson plans focusing on legal topics that have potential significance to high school students preparing to enter the world of work. Lesson plans address the following topics: minors and the law, automobile insurance, employment law, sports and the law, computer crime, warranty and product liability, and hazardous chemical waste. Each lesson plan is organized around (1) a learner objective, (2) pertinent vocabulary, (3) learning activities, (4) a suggested means of evaluation, (5) related statutes and cases, and (6) supportive appendices. The seven lessons stress student involvement in the learning process and can be used in a sequence as a broad instructional unit or taught in isolation. (LH)

Howard, Norman, Ed.; Sussman, Colleen, Ed.
A Short Guide to U.S. Arms Control Policy.
Department of State, Washington, D.C.
PUB DATE- Oct 84
NOTE- 37p.; Some maps and graphs may not reproduce clearly. For related document, see SO 016 437.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disarmament; Foreign Policy; International Relations; National Defense; *National Security; Nuclear Warfare; *Peace; *United States History
IDENTIFIERS- Chemical Weapons; Nuclear Deterrence; Nuclear Weapons; Outer Space

Steps the United States is taking to lessen the danger of war while building international confidence and security are described. The commitment of the United States to arms control is based on the conviction that the United States and the Soviet Union have a common interest in the avoidance of nuclear war and the survival of the human race. A responsible national security policy must include both strong deterrence and active pursuit of arms control. Described in this guide are the comprehensive proposals that the United States has developed on each of the following eight major arms control issues: strategic arms, intermediate-range nuclear forces, conventional forces, chemical weapons, curbing nuclear testing, limiting the spread of nuclear weapons, reducing the risk of miscalculation, and space arms control. Each of the proposals is designed to cut the level of arms, establish a more stable military balance at reduced levels, and strengthen world peace. Also provided in the guide are a list of arms control agreements and an arms control glossary. (RM)

ED 256 708 SP 025 545

Hopkins, David
It Is True What They Say About Theory and Practice.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 13 Mar 81
NOTE- 34p.; Paper presented at the Conference of the Western Canadian Association for Student Teaching (Vancouver, British Columbia, Canada, March 13, 1981).
CONTRACT- 410-77-9459-RI
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Faculty College Relationship; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Effectiveness; Research Utilization; *Schools of Education; *Universities
IDENTIFIERS- *Canada; *Theory Practice Relationship

The problems of integrating theory and practice cannot be understood without reference to the ecology and environment in which teacher education occurs. One factor defining the present character of Canadian teacher education is the fact that, when teachers' colleges moved onto the university campus, they became subject to the university's norms, and subject to the tenure and promotions criteria which traditionally emphasize research and publication. The resulting role crisis of Teacher Training Institutions (TTIs) was fed by two influences: plurality of roles, and the teachers' college legacy. The tensions in the TTI role arise from being of the university, yet not part of it, and this dissonance appears to inversely affect the TTIs' capacity to carve out a unique role for themselves. Contemporary ecological factors make the integration of theory and practice very difficult and environmental factors compound the situation by making the milieu of teacher education very fragile. A re-emphasis on naturalistic, action- or practitioner-based research, combined with a re-conceptualization of the teacher as a life-long, creative, and active learner, should be meshed with an alliance between the TTI and the university. (JD)

ED 256 725 SP 025 916

Butler, Catherine
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 3p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Improvement; Futures (of Society); *Hearings; *Needs Assessment; Policy Formation; *Position Papers; *Program Development; Teacher Certification; *Teacher Education
IDENTIFIERS- ERIC Digests; *National Commission on Excellence in Teacher Educ

The National Commission on Excellence in Teacher Education was appointed in 1983 to describe the present state of teacher education, identify problem issues, and make recommendations for the improvement of teacher education. The final report of the Commission, "A Call for Change in Teacher Education," was based on information gathered at the Commission's five regional hearings held in 1984. An annotated bibliography is presented of 19 commissioned papers from these hearings. The papers were written by: (1) M. D. Andrew; (2) H. E. Behling, Jr; (3) B. Dubitsky; (4) E. C. Galambos; (5) H. K. Gideonse; (6) G. A. Griffin; (7) M. Haberman; (8) G. Hall, W. Doyle, and J. Hoffman; (9) K. R. Howey; (10) L. B. Jones; (11) R. C. Kunkel; (12) E. J. Meade, Jr.; (13) N. Nutter; (14) B. Peseau; (15) M. A. Raywid; (16) S. B. Robinson; (17) H. Schwartz; (18) B. O. Smith; and (19) R. C. Wallace. (JD)

ED 256 742 SP 026 063

Roberts, Jane M. E.; Kenney, Jane L.

Implementing Four Models of Instructional Improvement.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 85

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Adoption (Ideas); Change Strategies; Elementary Secondary Education; *Instructional Improvement; *Instructional Innovation; Mastery Learning; *Program Evaluation; Staff Development; *Teacher Effectiveness; *Teaching Methods

IDENTIFIERS- Active Teaching; Student Team Learning; Teaching Variables

Over a three-year period every school system in Maryland received State Department of Education support in putting into practice research on effective teaching, using strategies and processes from the research on effective staff development and planned change. This paper summarizes some of the findings of an intensive study of this program, School Improvement Through Instructional Process. It discusses factors most strongly influencing successful implementation, impact, and institutionalization of four research-based innovations: (1) active teaching; (2) mastery learning; (3) student team learning; and (4) teaching variables. It also explores implications of these findings for the improvement of teaching and for effective educational change. (JD)

ED 256 789 TM 850 260

Status of Accomplishment of the District's Objectives for 1983-84.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jan 85
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Objectives; Educational Planning; Elementary Secondary Education; School Districts; Self Evaluation (Groups)
IDENTIFIERS- Dade County Public Schools FL

The status of accomplishment of the educational objectives for the Dade County Public School system for fiscal year 1983-84 was discussed. The District Comprehensive Plan contained 286 objectives, organized under the bureaus and offices charged with the responsibility for implementation of these objectives. All the objectives and status of accomplishment, as reported by the appropriate administrative unit were included in Appendix A. The self evaluation was supplemented by an independent review of a random sample of objectives for each bureau by the Office of Educational Accountability. The review was designed as an independent appraisal of the degree of completion of the system's objectives. Appendix B includes the Results of Independent Review. (DWH)

ED 256 441 JC 850 218

Weintraub, Jeffrey I.

LaGuardia Community College Report on Graduate Placement: Class of 1983.

La Guardia Community Coll., Long Island City, N.Y.

PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Cooperative Education; *Education Work Relationship; Employment Patterns; Followup Studies; *Job Placement; Outcomes of Education; Salaries; *Student Placement; Two Year Colleges; Vocational Followup

A follow-up study was conducted of 922 graduates who were awarded associate degrees from LaGuardia Community College (LCC) in 1983. Questionnaires were sent to all of the graduates and responses were received from 417 (45.2%). Study findings, based on these responses and Admissions Office data on 118 transfer students, included the following: (1) 23.8% of the graduates were from the Data Processing area, 16.7% from Secretarial Sciences, 15.1% from Business Administration, 9.3% from Human Services, and 8.7% from Liberal Arts; (2) 57.5% of the graduates transferred to senior colleges, and of those, 68% were attending day classes and 32% evening classes, (3) between 1980 and 1983, there was an increase from 6% to 24% in the percentage of transfer students attending school full-time and working part-time; (4) of the 231 graduates who were employed full-time, 85% were employed in new positions obtained just prior to or after graduation; (5) the average salary of LCC graduates was $12,803; (6) in comparison with 1982 average salaries, 1984 salaries were up 1.4%, with Secretarial Science, Occupational Therapy, and Human Services graduates showing the largest salary increases; and (7) 41% of the graduates who entered the labor market full-time obtained employment through cooperative education internships and 19% obtained jobs through LCC's placement office. (HB)

ED 256 498 PS 015 112

Dowler, Jeffrey K.; Jacobson, Sandra W.

Behavioral Effects of Pre- and Postnatal Exposure to Smoking, Alcohol, and Caffeine in 5-Month-Old Infants.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.

PUB DATE- Apr 85

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcoholic Beverages; Cognitive Development; *Drinking; Exploratory Behavior; *Infants; *Mothers; Motor Development; Personality; Pregnancy; *Prenatal Influences; Sleep; *Smoking; Whites

IDENTIFIERS- Breastfeeding; *Caffeine; *Postnatal Influences

This study examined the behavioral effects of prenatal and postnatal exposure to smoking, alcohol, and caffeinated beverages on 5-month-old infants. The sample consisted of 179 Caucasian infants and their mothers. All mothers were 19 years of age or older and had at least a tenth-grade education. Mental and motor portions of the Bayley Scales of Infant Development were administered to all infants. In addition, irritability or fussiness of the infant during testing was rated. Information regarding the mother's smoking and consumption of alcohol and beverages containing caffeine prior to and during pregnancy was obtained in an interview on the second day following delivery. Postnatal consumption data were obtained in a questionnaire mailed about 1 year after the 5-month assessment. Exposure measures for smoking, alcohol, and caffeine were calculated for the periods before, during, and following pregnancy, yielding nine independent variables. Outcome measures included the 5-month Bayley scores; the irritability rating; the infant's sensory, perceptual, and motoric exploration of the environment; and the mother's reports of infant sleep difficulties. Findings were consistent with the hypothesis that behavioral effects may be directly or indirectly attributable to smoking and use of caffeinated and alcoholic beverages at levels generally assumed to be harmless. (RH)

ED 256 526 RC 015 191

Spears, Jacqueline D.
Serving the Rural Adult: Directory of Consultants for Rural Adult Postsecondary Education.
Kansas State Univ., Manhattan. University for Man.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 117p.; Developed as part of the Action Agenda Project for the Improvement of Rural Adult Postsecondary Education. For related documents, see RC 015 192-194.
AVAILABLE FROM- Action Agenda Project, University for Man, 1221 Thurston, Manhattan, KS 66502 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Consultants; *Evaluators; *Legislation; National Surveys; Postsecondary Education; Program Descriptions; *Program Development; *Rural Education
IDENTIFIERS- *Skill Profile

This directory of consultants is intended to provide a reference tool to rural educators seeking advice and assistance in adapting existing programs or building new programs to serve the rural adult. Introductory material notes that the process used to locate these professionals included a national survey of rural model programs conducted by the Western Interstate Commission on Higher Education, a letter of invitation distributed nationally through a number of education networks, and suggestions made by acknowledged leaders in the field of rural adult postsecondary education. The directory includes 95 consultant profiles arranged alphabetically. Each profile includes the consultant's name and address; a brief summary of his/her program, topics of expertise and experiences; more specific information on consulting expertise in evaluation, legislation, and program development; and general information on availability, costs, style(s) of presentation, preferred audience, and group size. The profiles are not comprehensive, but are intended to provide the reader with enough information to pursue further contact. Consultant profiles are indexed alphabetically, by representing organization, and by geographical location. Thirty-seven states and Puerto Rico are represented. An appendix with a copy of the Resource Consultant Form and an evaluation form for the directory conclude the document. (Author/BRR)

ED 256 579   SE 045 511

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1: Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2002-21; ISBN-0-88315-527-3

PUB DATE- 83

NOTE- 107p.; For part 2 of workbook see SE 045 512; for teacher's manual, see SE 045 513-514. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 2; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 1 of the workbook for grade 2 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. [illegible] objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Seventy-seven performance objectives are included in this part of the grade 2 workbook, designed to develop numeration skills, number concepts, addition and subtraction skills, and measurement skills. (MNS)

ED 256 593 SE 045 525

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 5.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6005-24; ISBN-0-88315-522-2
PUB DATE- 83
NOTE- 288p.; For part 2 of teacher's manual see SE 045 526. For student workbook see SE 045 523-524. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Grade 5; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 1 of the workbook for grade 5 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 67 modules on 69 performance objectives are given. The content areas are: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed M. (MNS)

ED 256 607 SE 045 539

Federal Funds for Research and Development: Fiscal Years 1983, 1984, and 1985. Volume XXXIII. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-84-336

PUB DATE- 85

NOTE- 196p.

AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Single copy, free).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Colleges; Costs; *Engineering; *Federal Aid; *Federal Programs; Financial Support; Foreign Countries; *Geographic Distribution; Higher Education; Industry; Mathematics; *Research and Development; Research and Development Centers; *Sciences; Scientific Research; Universities

IDENTIFIERS- National Science Foundation

Detailed statistical tables showing the funding levels of 92 federal agencies for research and development (R&D) are provided in this document. These tables are organized into the following sections: research, development, and R&D plant; R&D agency, character of work, and performer; total basic and applied applied research--agency, performer, and field of science/engineering; development--agency and performer; R&D plant; total, basic, and applied research performed at universities and colleges--agency and field of SE; foreign performers--R&D; foreign performers--basic research; special foreign currency program; geographic distribution--R&D and R&D plant; federal intramural personnel costs; and historical data (outlays and obligations). In the tables, data for 1983 are considered to be actual since they represent virtually complete transactions. Data for 1984 and 1985 are estimated. The timing of the Federal Funds Survey coincided with the third quarter of fiscal year (FY) 1984; therefore, the amounts reported for 1984 reflect congressional appropriation actions as of that period, as well as apportionment and reprogramming decisions as of that time. Data for 1985 represent administration budget proposals that had not been acted on. A list of federally funded R&D centers (with total federal obligations for R&D and R&D plant in FY 1983) is included. (JN)

ED 256 621 SE 045 555

Science World Activities Book.

Wisconsin Academy of Sciences, Arts and Letters, Madison.; Wisconsin State Dept. of Public Instruction, Madison.

REPORT NO.- Bull-5271
PUB DATE- 84
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Earth Science; *Elementary School Science; Environmental Education; Intermediate Grades; *Physical Sciences; *Science Activities; Science Education; Secondary Education; *Secondary School Science

This document consists of three sections. Section I contains 19 activities developed by master teachers for the Science World '84 summer science program. These activities focus on studies involving airplane controls, trash bag kites, computers, meteorology, compass orienteering, soils, aquatic ecosystems, bogs, and others. Objectives, materials needed, and procedures used are provided for each activity. Section II contains 47 activities used in the Science World '84 exploratorium. The exploratorium is a classroom filled with activities that students can complete individually. These activities (which can take anywhere from 1 minute to 1 hour to complete, depending on the nature of the activity) utilize content from the biological, physical, earth, and environmental sciences. Topics explored include endothermic and exothermic reactions, acceleration of steel balls, the greenhouse effect, conservation of mass, living cells as electrolytes, energy flow, lung capacity, and Pascal's rule. Each exploratorium activity includes a challenge (such as "Try to stick a pin in a balloon without breaking the balloon"), procedures, and list of materials needed. Section III is a list of all the master teachers and guest presenters who took part in Science World '84. (JN)

ED 256 635 SO 016 291

Bazin, M-P

Association: A Framework for International Interaction. Report POL-13.

Human Sciences Research Council, Pretoria (South Africa).

REPORT NO.- ISBN-0-7969-0015-9

PUB DATE- 83

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Foreign Countries; *Group Membership; *International Cooperation; International Organizations; International Relations; Organizational Effectiveness; *Organizations (Groups)

This paper examines the concept of "associated membership" in international organizations, specialized agencies, and regional organizations. Organizations that allow countries or territories to enter as associated members provide for cooperation and interaction, although these countries do not have the rights and obligations of full membership. The study surveys the nature, scope, and varying degrees of success or failure of association as a scheme for international cooperation. Section I, "Association as an Alternative to Full Membership," covers associate membership within specialized agencies, associate membership and very small states, associate membership and the European Economic Community, and bilateral and multilateral association agreements. Section II, "Association as a Structure for Interaction," deals with associated statehood, association within the former French Union and French Community, and association within regional organizations such as the Organization of American States and the Arab League. (IS)

ED 256 680 SO 016 422

Paulston, R. G.; And Others

Teacher Education for Bhutan: The National Institute for Education as an Institution-Building Effort. Draft.

PUB DATE- Mar 85
NOTE- 26p.; Document contains light, broken type throughout.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; Educational Needs; Foreign Countries; Higher Education; Program Evaluation; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Bhutan; *UNESCO

A mid-term evaluation of a five-year UNESCO project to establish a three-year Bachelor of Education degree, a one-year Bachelor of Teaching degree for students with degrees in other fields, and expand the number of secondary school teachers in Bhutan is described. The one-year program could not be evaluated because the first students will not graduate until 1986. Difficulties were encountered in keeping the training period to the three years desired by the government for the Bachelor of Education degree. There were also problems finding students who met the academic standards originally set by the project. Problems were also encountered in furnishing classrooms, the library, and laboratories, and in providing instructional materials. Recommendations were made for expediting the completion of facilities, providing administration after the UNESCO staff leaves, hiring teachers for the mathematics program, providing staff fellowships, and planning for outreach work in schools. High priorities include reorientation and reorganization of the Bachelor of Education degree toward inquiry-oriented and activity-based instruction, development of inservice education for teachers, and development of audiovisual workshops. (IS)

ED 256 775 TM 850 018

Jones, Earl

Summary Report of the East Texas State University ESEA Title VI. Bilingual Education Project, 1976-1984.

Development Associates, Inc., San Francisco, Calif.; East Texas State Univ., Commerce.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Sep 84

NOTE- 40p.

GRANT- 605248

AVAILABLE FROM- Development Associates, 693 Sutter St., Third Floor, San Francisco, CA 94102-1077.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Course Evaluation; Educational Improvement; *English (Second Language); Evaluation Methods; Federal Programs; Formative Evaluation; Graduate Surveys; Higher Education; Longitudinal Studies; Participant Satisfaction; Program Evaluation; *Spanish; Student Attitudes; Student Characteristics; Summative Evaluation; *Teacher Education Programs

IDENTIFIERS- Bilingual Education Act 1968; *East Texas State University; Elementary Secondary Education Act Title VII; External Evaluation; *Texas

The goal of the East Texas State University Elementary Secondary Education Act (ESEA) Title VII Bilingual Education Project was to improve the education of limited, and non-English speaking, students in North Texas area schools. This was accomplished by training undergraduate bilingual teachers, in-service teachers (masters program), administrators, and specialists (post masters and doctoral programs). This eight year project (1976-1984) was evaluated annually both internally and externally. The processes were monitored, student progress charted, and participant perceptions measured annually and compared longitudinally. This final report contains 1983-84 information, an evaluation of the entire project, and a brief presentation of the follow-up survey of almost 400 former program participants. Some took only a course or two as needed, some completed only certificate requirements, and 129 completed degree programs. The East Texas State University Bilingual training project was very successful in institutionalizing the project into its regular system. Students viewed the program as worthwhile, and were, generally, successful in gaining their degrees, certificates, and the abilities necessary to teach bilingually and in English as a second language. The annual student evaluation form and the participant follow-up survey questionnaire are appended. (BS)

ED 256 805 TM 850 300

Proller, Norman L.

Evaluation of the 1983-84 ECIA, Chapter II LEGAL Project.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Oct 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Criminal Law; *Elective Courses; Federal Programs; Inservice Teacher Education; *Legal Education; *Program Evaluation; Resource Staff; *School Community Relationship; School Involvement; Secondary Education; Social Studies; Student Attitudes; Student Participation; Teacher Attitudes
IDENTIFIERS- Civil Law; *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2; *Project Law Education Goals and Learnings

The Law Education Goals and Learnings (LEGAL) Project of the Dade County Public Schools was funded by the Education Consolidation and Improvement Act Chapter 2. It is an authorized elective course of study for students in grades seven through twelve which emphasizes criminal and civil law areas. This evaluation was conducted to determine: (1) whether the LEGAL Project experienced an increase in student and school participation; (2) whether LEGAL staff provided appropriate instructional support services to teachers and students; (3) whether personnel have undertaken efforts to increase the number of school administrators who are aware of the project; (4) whether LEGAL made available appropriate in-service training to all LEGAL teachers; and (5) whether the LEGAL Project maintained and/or enhanced the support it receives from local, state, and national organizations. The evaluation indicated positive results in all areas. Recommendations resulting from the study are that the project should continue to be supported; workshops and inservice training sessions should be conducted to increase awareness of project activities through presentations at secondary schools; and consideration should be given to expanding the LEGAL project to the elementary level. Appendices contain LEGAL teacher, resource personnel, and student questionnaires and documentation of Project activities. (DWH)

ED 256 833 UD 024 202

Mann, Evelyn S.; Salvo, Joseph J.
Characteristics of New Hispanic Immigrants to New York City: A Comparison of Puerto Rican and Non-Puerto Rican Hispanics.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Population Association of America (Minneapolis, MN, May 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; *Dominicans; Ethnic Groups; *Family Characteristics; *Family Income; Hispanic Americans; Immigrants; Migrants; Non English Speaking; Poverty; *Puerto Ricans; *Socioeconomic Status; Unemployment; *Urban Demography; Urban Population
IDENTIFIERS- Census 1980; *New York (New York)

Data from the 1980 Census were used in a study of the major demographic and socioeconomic differences between Puerto Ricans and "Other Hispanics" (excluding Cubans and Mexicans) residing in New York City. The research was conducted partly to understand whether the Puerto Rican population, with a much longer residence history in New York City, has achieved different socioeconomic characteristics than other, more recently arrived groups. Particular attention was paid to the Dominicans and Colombian populations, the largest of the "Other Hispanic" groups. Statistics were derived regarding: (1) nativity and year of immigration, (2) families by type and presence of children; (3) age and family composition; (4) number of children ever born per woman; (5) educational achievement; (6) language spoken at home; and (7) economic contrasts in family structure and economic position (income, labor force participation and unemployment, source of income, occupation and industry). In general, the 1980 Census suggests that, contrary to popular belief, the newer, Dominican migrants have not replaced Puerto Ricans on the lowest rung of the New York City economic ladder. Despite their lower levels of education, poorer English-speaking ability, and concentration in many of the same occupations, in 1980, Dominicans were doing better economically than Puerto Ricans. Nonetheless, the socioeconomic situation of married-couple Puerto Rican families offers promise for the group as a whole, with larger proportions of earners and incomes more on par with those of "Other Hispanics" and the city as a whole. (KH)

ED 256 469 PS 015 031

Rhodes, Gregory L.; Real, Mark
Day Care: Investing in Ohio's Children. Ohio's Children: Ohio's Future, Report No. 3.
Children's Defense Fund-Ohio, Columbus.; Children's Defense Fund, Washington, D.C.
REPORT NO.- ISBN-0-938008-41-2
PUB DATE- 85
NOTE- 118p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Agency Cooperation; Certification; Child Abuse; Child Caregivers; Comparative Analysis; Costs; *Day Care; Day Care Centers; Disabilities; Early Childhood Education; *Employed Women; Employer Supported Day Care; *Enrollment; Family Characteristics; Family Day Care; Health; Infants; Information Services; *Low Income; National Surveys; *One Parent Family; Profiles; *Program Improvement; Referral; Retrenchment; Safety; State Legislation; State Standards; Tax Credits; Welfare Services
IDENTIFIERS- Demand; *Ohio; Project Head Start; Protective Services; Social Services Block Grant Program

This report provides the first complete inventory ever done in Ohio of children who need day care and where they live, the first complete summary of existing day care services, and the first comparison of day care policies in Ohio with those in every other state. Previously unpublished census data were used to identify the number of children in two-parent families with working mothers and single-parent families in every county in Ohio. Results of the first statewide inventory of Ohio child care programs were used to provide an indication of the number of children enrolled in child care programs in each county and the number of such programs receiving financial assistance. In addition, interviews were conducted with the broadest possible range of families; providers; public officials; and tax, development, building, and legal specialists. The report reviews child care reports from more than 20 states and summarizes actions being taken to improve day care programs in every state. In conclusion, a comprehensive and realistic agenda to improve child care services in Ohio is presented. A majority of these recommendations require no new monies. (RH)

Families and Australia's Economic Future. Submission to the Economic Planning Advisory Council.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-07492-5
PUB DATE- Mar 85
NOTE- 37p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, Australia 3000 (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; Economic Factors; Employed Women; Employment Patterns; *Family Characteristics; *Family Financial Resources; *Family Income; Foreign Countries; *Futures (of Society); One Parent Family; *Public Policy; Social Change; Social Influences; Social Problems; Taxes
IDENTIFIERS- *Australia; Social Security

This report discusses trends in the way Australian families are forming and re-forming, factors determining families' access to income, and proposals regarding reform of the income transfer system. The current shape of families in Australia is described in terms of a shift to marriage at a later age; leaving-home behavior of young people; the formation of "living-together" relationships among young people; lower fertility; smaller families; a shift in demand for services from the young to the aged; and increasing divorce rates. Levels and distribution of income are reported in relation to families under the poverty line; access of family members to employment; families' experience of unemployment; two-earner families; women's employment; and one-parent families. The discussion of policy strategies for the future delineates priority objectives, advances reform strategies for taxation and social security, and provides a guide to tax and social security reform issues and options for families. (RH)

ED 256 664 SO 016 396

vom Busch, Werner, Ed.; Akalin, Oguz, Ed.
The School System in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).

REPORT NO.- Nr-10/11(e)
PUB DATE- 84
NOTE- 49p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Educational Administration;
*Educational Objectives; *Educational Practices; Elementary
Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *West Germany

This paper describes the history, administration, and organization of the educational system of the Federal Republic of Germany. Section I discusses historical development, legal aspects, administration within cooperative federalism, educational planning, and the political parties' position on education. Section II is a diagram of the educational system. Section III covers compulsory education, coordination between the education and employment systems, the equal value of general and vocational education, cooperation between parents and the school, the position of pupils in schools, private schools/nonstate schools, the children of foreign parents, promotion of the exceptionally talented, career advice, and school textbooks. Section IV describes schools providing general education and vocational training in schools and firms, with descriptions of the different types of schools providing this education. Section V deals with financing the educational system. Section VI briefly discusses 16 types of schools. Section VII, the appendix, gives selected statistics and a brief bibliography. Also included are tables for the statistics mentioned in the appendix and addresses of educational organizations in Germany. (IS)

ED 256 759 SP 026 114

Busching, Beverly A.; Rowls, Michael D.

Teacher Roles in Transition: Emerging Professional Responsibilities for Teacher Leaders.

PUB DATE- 85

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Decision Making; Elementary Secondary Education; Job Satisfaction; *Leadership Responsibility; *Policy Formation; Teacher Effectiveness; Teacher Orientation; *Teacher Participation; *Teacher Role

The key to educational excellence is rethinking a new role for excellent teachers that embraces the classroom and extends beyond it into leadership activities. Among current policy initiatives are attempts to integrate stronger teacher roles into guidelines for incentive plans and to use teachers' strengths in the decision making process at local and district levels. With the increasing complexity of instructional tasks, teachers are demonstrating their potential as collaborative researchers. There are forces converging to support emerging teachers' roles as leaders. Rising teacher militancy, in the face of job dissatisfaction and the loss of teacher leaders to other professions, has increased public support of the expansion of teacher activities in leadership positions for public education. One of the more important leadership roles for experienced teachers lies in the area of inducting new teachers into the profession, and supporting beginning teachers and transfer teachers in their orientation. Providing for continuing education of peer teachers and planning and conducting continuing education are leadership roles in which excellent teachers can be of vital importance. Experienced teachers can also play an important role in research and program development. (JD)

ED 256 790 TM 850 261

A Report of Employee Assistance Programs.
Saint Louis Public Schools, Mo.
PUB DATE- Nov 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Conflict Resolution; *Counseling Services; Decision Making; Employees; Evaluation Criteria; Personnel Management; *Program Evaluation; School Districts; *School Personnel
IDENTIFIERS- *Employee Assistance Programs; *Saint Louis City School District MO; Telephone Surveys

The evaluation of employee assistance program (EAP) providers was designed to provide information necessary .. the selection of an EAP provider for the Saint Louis Public Schools, Missouri. The most widely recognized functions of an EAP are to provide a confidential consultation to individuals with personal problems and to serve as a management support system for supervisors. The EAP can reduce operating costs associated with personal problems affecting employee performance. Options provided to supervisors enable them to demonstrate concern for the employee while continuing to maintain expected work standards. Interviews and site visits were conducted to gather information about the various EAP providers. As a part of the evaluation effort, eleven firms were surveyed by telephone about their EAP experience. The Division of Evaluation made four recommendations for the selection and utilization of an employee assistance program provider: (1) a multi-year EAP contract; (2) substantial training for all administrators and supervisors regarding the managerial function of EAP; (3) revision of the client opinionnaire cards; (4) inclusion of quality characteristics ratings at site investigations. Included is the survey of firms, with generalized responses supplied. (DWH)

ED 256 819 UD 023 445

The Grade Placement Policy of the Milwaukee Public Schools. Kindergarten - Grade Six.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

PUB DATE- Sep 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Age Grade Placement; Bilingual Education Programs; Bilingual Students; *Board of Education Policy; *Elementary Education; *Grade Repetition; Hispanic Americans; Kindergarten Children; *Student Placement; *Student Promotion
IDENTIFIERS- *Wisconsin (Milwaukee)

This document outlines general considerations and academic and non-academic guidelines to be observed by Milwaukee teachers and principals in making K-6 grade placement decisions in accordance with the School Board's new policy. The first section, "General Considerations for Grade Placement at All Grade Levels," considers: (1) evaluation as grade placement basis; (2) decision making; (3) academic and non-academic factors; (4) documentation throughout the school year; (5) pre-retention actions; (6) programs for low achievers; (7) summer school advancement; (8) placement beyond the next grade; and (9) specialty school exceptions. The second section provides guidelines for first grade placement of five-year-old kindergarten pupils, including how to identify "transitional" pupils (those who are not quite ready for ordinary first grade) and bilingual pupils who do not demonstrate readiness competencies in their dominant language. The third section provides academic guidelines for grade placement in grades 1 through 6. Bilingual programs for Spanish-dominant pupils are discussed separately. The final section discusses non-academic factors to be considered in grade placement: chronological age/years in school; physical, social, and emotional maturity and peer relationships; family relationships; learning rate and growth; attendance and mobility; and participation in outside academic programs. The School Board's statement outlining its new policy is appended. (RDN)

ED 256 540 RC 015 249

Strazicich, Mirko, Ed.
Guidelines for Health Services for Migrant Students.
California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
PUB DATE- 84
NOTE- 58p.; Best copy available.
AVAILABLE FROM- California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; Elementary Secondary Education; Guidelines; *Health Education; Health Materials; *Migrant Children; *Migrant Health Services; Nutrition; Physical Examinations; *Physical Health; *School Health Services; Screening Tests; *State Legislation
IDENTIFIERS- *California; Migrant Student Record Transfer System; Scoliosis

This publication provides a standard by which California migrant education health staff can plan, implement, and evaluate a health program for students in grades K-12. Following sections which describe current state legislation, the need for health services, and California's objectives and activities regarding health services for migrant students there is a section which defines health and support services in 13 specific areas. These areas are: physical examination, hearing screening, vision screening, scoliosis screening, immunizations, dental screening, nutrition, child abuse, mental health and counseling, health education for students, health education for staff, health education for parents, and the Migrant Student Record Transfer System (MSRTS) medical record. State-mandated health requirements, the rationale for supplemental services, methods of providing supplemental services, and community resources are outlined for each of the 13 areas. Nine appendices cite portions of state education, health and safety and penal codes which directly support the areas outlined in the health and support services section. The 10th and last appendix gives an example of the MSRTS migrant student health record. (PM)

ED 256 650 SO 016 347

Erickson, Mary, Comp.

Arts and Humanities: Guidelines and Recommendations for Developing Balanced Programs in the Arts and Humanities in Pennsylvania Secondary Schools. Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Sep 84

NOTE- 22p.; For related documents, see ED 250 425-426 and ED 238 572. Supported in part by the Pennsylvania Humanities Council.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Art Education; *Curriculum Design; Educational Objectives; Educational Policy; *Humanities Instruction; Second Education; State Curriculum Guides

IDENTIFIERS- *Pennsylvania

These guidelines are designed to integrate arts and humanities into the secondary curriculum by recommending the subject areas to be included, the classroom environment to be fostered, instructional approaches, possible courses, and methods of implementation at all levels from that of the teacher to the state department of education. The recommendations for courses include traditional arts and humanities courses, such as American Cultural Studies and Art I, as well as ideas for courses combining the two areas and new courses. Topics for suggested courses include revolution in the 20th century, philosophy of arts and life, television as communication, the humanity and aesthetics of science, arts history in the making, the life cycle through the arts, and a hands-on arts course dealing with art history. Brief descriptions of these courses are also given. Also included are specific regulations for meeting the state guidelines, the Bureau of Curriculum and Instruction Guideline for Fractional Courses, and a sample planned course format. (IS)

ED 256 726 SP 025 939

Lee, Linda E.

Teacher Attitudes Towards Educational Issues. A Report of the Planning and Research Branch. 84-07

Manitoba Dept. of Education, Winnipeg.

PUB DATE- May 84

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; Educational Finance; *Educational Quality; Elementary Secondary Education; Faculty Mobility; Foreign Countries; Inservice Teacher Education; Job Satisfaction; *Public Schools; *School Effectiveness; Student Needs; *Teacher Attitudes; Teacher Participation

IDENTIFIERS- *Manitoba

Findings from a 21-item questionnaire of 1,087 Canadian public school teachers and administrators on 6 current educational policy issues are presented. The body of the report discusses results on each of the issues, and also presents the survey method and an overview of the population characteristics. The appendix provides the actual frequency of response for each question. The discussion of results focuses on the following areas: (1) quality of education; (2) funding of education; (3) teacher job assignment; (4) professional development and training; (5) special programs; and (6) teacher and public involvement in education. (JD)

ED 256 743 SP 026 064

Rossman, Gretchen B.; And Others

Studying Professional Cultures in Improving High Schools.

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Environment; *Educational Improvement; Educational Objectives; High Schools; Incentives; Peer Relationship; Secondary School Teachers; Teacher Attitudes

Effective schools research has identified many characteristics of schools that are unusually successful in fostering student achievement. One interpretation of these findings emphasizes the shared values of all school participants which constitute the ethos of the school. This paper presents a conceptual framework for studying the processes of cultural transformation, focusing on teachers whose beliefs, values, and behaviors affect student learning. The study concentrated on schools known to be improving in order to increase knowledge about how cultural changes lead to school improvement. A description is given of a perspective that emphasizes the cultural elements in effective schools and the interplay of culture and change. The concept of culture is defined and elaborated upon, identifying key assumptions about the cognitive and symbolic aspects of culture. Processes of cultural change and transformation are described. The paper concludes by describing five cultural domains or themes: (1) collegiality of faculty; (2) relationships within the community; (3) purposes and expectations of school leadership; (4) how work is conducted in the school; and (5) the knowledge base used for teaching by the school's faculty and administrators. (JD)

ED 256 456 JC 850 239

Weeks, Ann A.
Marketing Segmentation Analysis.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- May 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; *College Attendance; Community Colleges; Community Surveys; *Demography; *Place of Residence; Residential Patterns; Two Year Colleges

A study was conducted to differentiate by cities and towns the various demographic characteristics of students that Dutchess Community College (DCC) was receiving from its major service area, Dutchess County, in order to ascertain if DCC was receiving its expected share of students from these cities and towns. All the students enrolling at DCC were asked to designate in which census tract they lived and these responses were matched to geographic areas. Based on information received from 4,435 of the 5,626 students residing in Dutchess County (of a total of 7,104 students enrolled), study findings revealed: (1) 40% of the DCC students from Dutchess County were full-time students, 60% were females, and 50% were 22 years or younger; (2) three-quarters of DCC students came from seven communities in the southwestern quadrant of the county, which is also the most populous part of the county and close to the college; (3) except for the city of Poughkeepsie and the town of Hyde Park, the towns supplying the most students tended to have the higher rates of population growth, higher median incomes, higher levels of education, lower unemployment rates, and fewer minorities than the average for the county; and (4) based on proportions of the county population, Clinton, Wappinger, Pleasant Valley, and La Grange had almost 30% or more students than would be expected. Study recommendations include direct marketing to targeted populations in the county. (HB)

ED 256 499 PS 015 113

Fagot, Beverly I.; Hagan, Richard
Coding of Interactions: Is Reliability Really a Problem?
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NIMH-5-R01-MH-37511-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; *Classroom Observation Techniques; *Data Collection; *Reliability; *Researchers; Research Methodology; *Research Problems; *Training; Young Children
IDENTIFIERS- *Coding; Social Interaction

Covert checks of observational methodology reveal declines in reliability of observations. This appears to be particularly true when complex codes are used to track social interaction. The present study was undertaken to see whether reliability could be maintained through a combination of technological advancements and the development of improved observer training and maintenance procedures. Eight people were enrolled in a highly refined, 150-hour training program developed at the University of Oregon's Child Research Laboratory. Using automated data collectors, the trainees learned to code the interactions of young children. Following completion of the training program, observers remained in close contact with the project director through weekly meetings, allowing for discussion of unusual circumstances, performance feedback, and refinement of procedures. Subsequent covert checks failed to indicate any decline in agreement when scores were compared with data from overt checks. While agreement was high under all circumstances, this does not mean that complex coding systems should be applied in all observational studies. However, findings do suggest that when an appreciation of the subtleties inherent in social process are sought, complex systems are essential. (Author/RH)

ED 256 513 PS 015 129

Holden, George W.

Diagnosing Why a Baby Is Crying: The Effect of Caregiving Experience.

PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Computer Assisted Instruction; *Females; *Infant Behavior; Influences; Learning Experience; *Mothers; Nurses; *Problem Solving
IDENTIFIERS- *Crying; Practical Knowledge

Parent ability to diagnose the cause of non-contingent crying in an infant was investigated through use of a new methodological instrument. Problems programmed on a microcomputer presented 25 information units leading to only one correct causal hypothesis about infant crying and 25 information units similarly structured about an adult woman's insomnia. Subjects were 30 college-educated, upper-middle class women divided into four groups: inexperienced in infant caregiving, primiparae, multiparae, and (nulliparous) pediatric nurses. All subjects were instructed to select the fewest and only the most important information units in order to determine which of nine causal hypotheses was correct. Results suggest that women with some infant caregiving experience are, on average, more efficient and accurate in diagnosing the cause of crying in babies than women who have not had that experience. The three experienced groups (primiparous, multiparous, and nurses) only differed reliably from the nulliparous group, suggesting a novice-expert dichotomy. Nevertheless, the nulliparae performed surprisingly well, suggesting a cultural effect involving the provision of experiences to women to aid them in their future task of mothering. It is concluded that the use of computer-presented problems offers a promising new approach for addressing cognitive and cognitive-behavioral questions. (RH)

ED 256 553 RC 015 269

HAPPIER: Health Resource Guide.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Sep 84
NOTE- 400p.; For related documents, see ED 245 856 and RC 015 267-268.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Bilingual Instructional Materials; Child Development; Dental Health; Disease Control; Diseases; Early Childhood Education; Elementary Secondary Education; Family Planning; *Health; *Health Materials; Hygiene; Hypertension; Individual Development; Medical Services; Mental Health; Migrant Adult Education; *Migrant Education; *Migrant Health Services; Nutrition; Perinatal Influences; Physical Fitness; Physical Health; Pregnancy; Prenatal Influences; *Prevention; Preventive Medicine; *Resource Materials; Stress Management
IDENTIFIERS- Health Promotion; Project HAPPIER

Based on findings of Project HAPPIER surveys and intended as a resource for health care providers and educators who serve the migrant community, this guide describes over 375 instructional materials in the areas of dental health, disease control, fitness, health promotion, human growth and development, hypertension, maternal and child care, mental health, nutrition; personal hygiene, and preventative care. Organized under these major topics, each instructional item is listed on a single page along with information about the format, source/producer of the material, reading level, intended users, intended audiences, a brief description of the material, language English and/or Spanish, availability, and cost. Material formats include booklets, audiovisuals, posters, curriculum units, coloring books, and single sheets. The guide covers materials from a wide variety of government and professional organizations and health care products companies. Many materials are free. Although most materials are available in English only, a substantial proportion are in Spanish or Spanish and English, e.g., 14 of 36 dental health materials are available in Spanish. Intended users include parents, teachers, administrators, and health care providers; the range of intended audiences include all agess from young children to teenagers and families. (JHZ)

ED 256 566 SE 045 489

Crow, Linda W.; Piper, Martha Kime
The Effects of Instructional Aids on the Achievement of Community College Students Enrolled in a Geology Course.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Science; Community Colleges; *Field Dependence Independence; *Geology; *Instructional Materials; Science Education; *Science Instruction; Two Year Colleges
IDENTIFIERS- Science Education Research

This study evaluated the effectiveness of instructional aids designed to improve the test scores of field-dependent students enrolled in an introductory, community college-level, geology course for non-science majors. Prior to beginning course instruction, 36 students were classified as field-dependent on the basic scores from the Witkin Embedded Figures Test. These students were then divided into a treatment group (N=18) and a control group (N=18). Instruction was the same for both groups of students, with the exception that students in the treatment group received instructional aids designed to enhance their ability to discern structural features in a natural formation. At the end of one semester of instruction, field-dependent students in the treatment group scored significantly higher on an achievement test than did field-dependent students in the control group. This finding indicates that neither students nor teachers need to change their learning and teaching styles. With a few additional instructional aids where needed, for field-dependent students in specific situations, scores on tests can be significantly improved. (JN)

ED 256 580 SE 045 512

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2002-21; ISBN-0-88315-546-X

PUB DATE- 83

NOTE- 151p.; For part 1 of workbook see SE 045 511. For teacher's manual see SE 045 513-514. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Elementary School Mathematics; *Grade 2, Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Objectives; Primary Education; Workbooks

IDENTIFIERS- Comprehensive Instructional Management System

This document is part 2 of the workbook for grade 2 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 125 performance objectives are included in this part of the grade 2 workbook, designed to develop measurement, fraction, numeration, graphing, and computational skills and concepts. (MNS)

Hamm, Roger William
A Systematic Evaluation of an Environmental Investigations Course. A Dissertation.
PUB DATE- 85
NOTE- 208p.; Ph.D. Dissertation, Georgia State University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Attitude Change; Camping; *College Science; *Curriculum Development; Curriculum Evaluation; *Environmental Education; Field Trips; Graduate Study; Higher Education; Knowledge Level; Outdoor Activities; Science Education; *Science Instruction; *Self Concept; *Student Attitudes; Teacher Education
IDENTIFIERS- Environmental Education Research

A systematic evaluation was conducted to judge the worth of an environmental investigations course which was designed to increase scientific knowledge, self-concept, and attitude toward science and science teaching. Five categories were examined: consistency between concepts, activities, and test items; effect on scientific knowledge, self-concept, and science attitudes; activity usefulness; effect on relationships between variables; and course worth. Program and student (N=28) component data were measured using the "Environmental Science Test," "Tennessee Self-Concept Scale," "Academic Self-Concept Scale," "Attitude Toward Science and toward Teaching Science Scale," and informal instruments during the antecedent, transaction, and outcome phases. Findings (obtained from Pearson product-moment correlations and t-test procedures) show: (1) course elements and components to be consistent; (2) a significant increase of scientific knowledge and self-concept; (3) the usefulness of seven course activities; and (4) no positive relationship between variables. Overall, the course (which includes a camping phase and a field trip phase) was judged worthy of adoption. (Author/JN)

ED 256 636 SO 016 293

Law-Related Education Evaluation Project, Final Report. Phase II, Year 3.

Center for Action Research, Inc., Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- 6 Jun 84
NOTE- 219p.; For years 1 and 2 of the final report, see ED 220 391 and ED 237 393. Some charts contain small type.
GRANT- 79-JN-AX-0036
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Curriculum Development; Curriculum Evaluation; *Delinquency Prevention; Educational Change; Elementary Secondary Education; *Legal Education; Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; Tables (Data); Teacher Education; Teaching Methods
IDENTIFIERS- *Law Related Education

Results of a 3-year evaluation of a national law-related education (LRE) project involving five organizations (the American Bar Association, the Constitutional Rights Foundation, Law in a Free Society, the National Institute for Citizen Education in the Law, and the Phi Alpha Delta Public Service Center) are presented. Beginning in 1981, evaluators observed 69 LRE classrooms in 36 schools, concentrating on the impact of delinquency prevention objectives. The first of four sections discusses the goals of LRE, the relationship between LRE and delinquency prevention, and observed trends in implementation and outcome since the program began. The second section focuses on research methodology, including data collection procedures, classroom impact evaluation, classroom observations, observations of teacher training, and analyses of institutionalization. Findings in the third section show that there were measured improvements in each succeeding year of key aspects of the program: teacher training, administrative support, classroom practices, and student outcomes. The final section concludes that LRE can serve as a deterrent to delinquency if properly implemented. Recommendations for proper implementation include (1) adequate preparation and use of outside resource persons, (2) adequate quality and quantity of instruction, (3) judicious selection and presentation of illustrated material, (4) active student participation and interaction, (5) professional peer support for teachers, and (6) involvement of building administrators. Appendices containing 16 instruments used in the evaluation and data tables conclude the report. (LH)

Kirkwood, Kristian J.; And Others

A Survey of Secondary Pupils: Their Knowledge and Attitudes regarding Canada = Sondage Portant Sur Les Connaissances et les Attitudes Des Eleves du Scondaire Relativement au Canada.

Canada Studies Foundation, Toronto (Ontario).

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-920866-06-9
PUB DATE- 84
NOTE- 119p.; This project received financial support from the National Program of Support for Canadian Studies.
LANGUAGE- English; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitude Measures; Economics; Educational Research; Foreign Countries; Government (Administrative Body); Grade 12; High Schools; *Knowledge Level; Physical Environment; Political Issues; *Student Attitudes; Surveys
IDENTIFIERS- Canada

This survey examines the level of general knowledge and attitudes of 12th grade students toward Canada. A sample of 3,230 English- and French-speaking students drawn from a selection of Canadian public schools were administered a two-part survey. The first part, containing statements designed to elicit student opinions and feelings about issues related to Canada, contained 40 Likert-type items. The second part consisted of 60 items intended to evaluate students' level of knowledge about Canada. Items were divided into four subscales--the Canadian Environment, the Canadian Economic System, Specific Canadian Issues and Concerns, and the Canadian Political System. Data analysis included item evaluation, descriptive statistics, and correlational analysis. Findings indicate that students in grade 12 possess an adequate knowledge about Canada. On the average, they scored 36 out of 60 on the knowledge scale. The attitudes and views on significant issues and concerns were according to expectations. The results on these scales were similar to grade 7 and 10 of the Kirkwood and Nediger (1982) study. The correlations between knowledge and attitudes were significant but moderate. (Author/LH).

ED 256 695 SO 016 439

Caldwell, Lynton K.
U.S. Interests and the Global Environment. Occasional Paper 35.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Feb 85
NOTE- 31p.
AVAILABLE FROM- Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Pollution; Citizen Participation; *Ecology; Environmental Standards; Futures (of Society); *Global Approach; *Government Role; Hazardous Materials; *International Cooperation; Public Health; *Public Policy; Quality of Life; Technological Advancement; Waste Disposal; Water Pollution
IDENTIFIERS- *Environmental Issues; *Interdependence; United States

This essay presents an argument for policies responsive to global environmental needs by examining the causes and consequences of six critical environmental issues, and then offering specific U.S. policy recommendations. Following an explanation of the global nature of environmental problems, a summary of the salient facts regarding the following six issues is provided: quality of the atmosphere, depletion of fresh water, loss of soil productivity, loss of genetic diversity, tropical deforestation, and toxic contamination and hazardous materials. In each of these cases, human behavior has disrupted the natural biogeochemical cycles of the biosphere, thereby generating chain reactions that multiply the problems confronting people and their governments. It is argued that regardless of the policy positions of the government on international environmental issues, U.S. citizens are involved in all of the aforementioned global issues and many more. The essay urges the United States to return to a position of leadership in global environmental matters, based on the conclusion that the cost of regaining credibility and leadership in international environmental affairs could be much less than the ultimate failure to do so. A glossary of acronyms and a list of Stanley Foundation papers and activities are also included in the document. (LH)

ED 256 709 SP 025 548

Harvey, Karen D.
Classroom Management Bibliography.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Behavior Modification; *Class Organization; *Classroom Environment; *Classroom Techniques; Cognitive Style; Elementary Secondary Education; *Instructional Development; Student Motivation

This 189-citation annotated bibliography on classroom management is organized in three sections: (1) Instructional Management; (2) Physical Management; and (3) Behavior Management. The first section contains references related to the diagnosis of learning styles, teaching skills, individualization of instruction, learning strategies, mainstreaming, teaching multicultural students, and the problems of the urban school. Section two provides references on creating a physical environment conducive to learning, maintaining records, and handling non-instructional tasks. The final section offers references on behavior modification and student motivation. (JD)

ED 256 442 JC 850 219

Weintraub, Jeffrey I.
A Follow-Up Study of LaGuardia Community College's 1973-1979 Graduates.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Cooperative Education; Education Work Relationship; *Employment Patterns; Longitudinal Studies; Outcomes of Education; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup

In 1983-84, a follow-up study was conducted of students who graduated from LaGuardia Community College (LCC) between 1973 and 1979 to provide information on the number of students entering the labor market; the types of positions they received; the industries in which they found employment; and their starting salaries. Questionnaires were sent to 2,327 graduates, who were deemed reachable on the basis of two earlier studies, and responses were received from 670 (28.8%). Study findings revealed: (1) the average salary for 1973 graduates was $20,250, while 1979 graduates earned an average of $15,769; (2) data processing graduates had the highest starting salary ($10,639) and the highest percentage increase in salary over the period (109%); (3) occupational therapy graduates reported the lowest increase in salary (55%); (4) 63% of the graduates continued their education after graduation from LCC, and 56% of these had attained a bachelor's degree or better by mid-1983; (5) rates of transfer were highest among human services graduates (82%) and liberal arts graduates (78%), and lowest among data processing (39%) and secretarial science (37%) graduates; and (6) 50% of the employed graduates had remained with their first employer. (HB)

ED 256 485 PS 015 086

Schaefer, Earl S.; And Others
Spherical Model Integrating Academic Competence with Social Adjustment and Psychopathology.

SPONS. AGENCY- March of Dimes Birth Defects Foundation, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- 28 Apr 85
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- MDBDF-G-12-118; NIMH-G-MH-35253
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Behavior; Apathy; Classroom Observation Techniques; Factor Analysis; *Kindergarten Children; Models; Multidimensional Scaling; Primary Education; *Psychopathology; Rating Scales; *Research Methodology; *Social Adjustment
IDENTIFIERS- Replication; *Research Integration

This study replicates and elaborates a three-dimensional, spherical model that integrates research findings concerning social and emotional behavior, psychopathology, and academic competence. Kindergarten teachers completed an extensive set of rating scales on 100 children, including the Classroom Behavior Inventory and the Child Adaptive Behavior Inventory. Factor analysis of these behavior rating scales replicated the major dimensions of academic competence, considerateness versus hostility, and extraversion versus introversion. Multidimensional scaling analysis revealed a spatial configuration or map of the interrelationships of the various behavior scales. Scales that had been developed to measure apathy and asocial behavior contributed to a more detailed description of sectors in the model. Sectors of the unified model that integrate domains of cognition, conation, and affect corresponded with the major diagnostic categories of the "Diagnostic and Statistical Manual of Mental Disorder" (3rd ed.) and with dimensions of child behavior identified in other studies. Thus, it is suggested that the unified spherical model may contribute to more comprehensive studies of child behavior and to the integration of research findings within and across studies. (Author/RH)

ED 256 527 RC 015 192

Hone, Karen A.

Serving the Rural Adult: Inventory of Model Programs in Rural Adult Postsecondary Education.

Kansas State Univ., Manhattan. University for Men.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Oct 84

NOTE- 167p.; Developed as part of the Action Agenda Project for the Improvement of Rural Adult Postsecondary Education. For related documents, see RC 015 191-194.

AVAILABLE FROM- Action Agenda Project, University for Man, 1221 Thurston Street, Manhattan, KS 66502 ($8.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Community Colleges; Community Development; Community Education; Continuing Education; Delivery Systems; *Demonstration Programs; Job Training; National Surveys; Postsecondary Education; Professional Development; *Program Descriptions; Questionnaires; Relevance (Education); *Rural Education; Rural Environment

This inventory of model programs in rural postsecondary education is part of a larger project to provide current research and resource information to rural educators and policy makers. The inventory is illustrative--not comprehensive or exhaustive--and results from mailing 805 survey instruments which elicited 251 responses and 183 candidates for inclusion. The 54 entries finally selected as "model" programs are organized into the following categories: Continuing Education, Community Colleges, Job Training, Professional Development, Community Education, Adult Basic Education, Rural-Focused Curricula, and Community Development. Each entry lists information that describes the program's goals and objectives, how the program is run and who it serves, its innovative aspects, its funding sources, its resources available for exchange, and who to contact. Information regarding each program's delivery system is also provided. Five indexes categorize entries by program type, sponsoring institutions, target population, technology and format used, and state. An appendix includes a copy of the survey designed by the staff at the Western Interstate Commission for Higher Education, an alphabetical listing by state of all respondents, and the contacts from which the survey mailing list was compiled. Following the inventory is a section which describes rural education resources. (PM)

ED 256 594 SE 045 526

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 5.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6005-24; ISBN-0-88315-522-2
PUB DATE- 83
NOTE- 349p.; For part 1 of teacher's manual see SE 045 525. For student workbook see SE 045 523-524. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; Fractions; *Grade 5; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Objectives; *Teaching Methods; Workbooks
IDENTIFIERS- Comprehensive Instructional Management System

This is the teacher's manual to accompany part 2 of the workbook for grade 5 pupils in the Comprehensive Instructional Management System, a teacher-designed unified mathematics curriculum for kindergarten through grade 7. It is composed of a curriculum, a testing component, and a computer-managed reporting system. The curriculum is organized into modules of similar skills or understandings from 14 topics. Each module has: a suggested period of duration for student mastery; a listing of new skills to be mastered by the student in the form of performance objectives; a section devoted to vocabulary, terms, and symbols; getting-started activities on prerequisite skills in preparation for undertaking new objectives; strategies for teaching the new skills; and student activities for providing reinforcement for the newly learned objective. After the sequence of modules and content by topic are displayed, teaching suggestions for 67 modules on 115 performance objectives are given. The content is from the topics of: numbers and numeration; addition; subtraction; fractions; geometry; measurement; algebraic concepts; graphs, probability, and statistics; and problem solving, plus review. Pages from the student's workbook are interspersed among the suggested activities. (MNS)

ED 256 608 SE 045 540

Project Summaries: FY 1984.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-84-334

PUB DATE- 85

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Degrees (Academic); Employment; *Engineering; Engineers; *Federal Aid; *Federal Programs; Higher Education; Industry; Paraprofessional Personnel; *Program Descriptions; Research and Development; Science Education; *Sciences; Scientists; *Technology

IDENTIFIERS- Bibliometrics; National Science Foundation

The National Science Foundation's Divison of Science Resources Studies (SRS) has a legislatively mandated responsibility to collect, compile, and analyze information related to science and technology resources and impacts of those resources. The mandate consistitutes a broad charter requiring diverse activities. The products of these activities are of utility to a heterogeneous clientele, varying from governmental science and technology policymakers to institutional managers and research analysts. This compilation of project summaries has been prepared to provide various SRS users with a rapid overview of all current and recently completed SRS projects. All projects were either ongoing or completed during fiscal year 1984. The summaries include information on objectives, findings, methodology, authorship, and resulting publications/availability. Projects are organized in the following groups: (1) overview projects; (2) human resources (scientists, engineers, technicians), subdivided according to characteristics, education, employment, and projections; (3) funding of science and technology, subdivided according to government, industry, universities and colleges, and others; (4) outputs and impacts, subdivided according to innovations and inventions, bibliometrics, economic implications, and other areas; and (5) international science and technology. Lists of principal investigators and SRS intramural and extramural publications for 1974-1984 are provided in appendices. (JN)

ED 256 665 SO 016 407

Comparable Worth: Issue for the 80's. A Consultation of the U.S. Commission on Civil Rights (Washington, DC, June 6-7, 1984). Volume 2: Proceedings.

Commission on Civil Rights, Washington, D.C.

PUB DATE- Jun 84

NOTE- 139p.; For Volume 1, which contains the consultation papers discussed in these proceedings, see ED 252 470.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Civil Rights; Compensation (Remuneration); *Employed Women; *Equal Opportunities (Jobs); Females; Laws; Males; *Public Policy; *Salary Wage Differentials; *Sex Discrimination

IDENTIFIERS- *Comparable Worth

These proceedings consists of statements by the authors of consultation papers on comparable worth previously submitted to the United States Commission on Civil Rights along with discussions between the consultation participant/authors and members of the Commission concerning issues raised both in the papers and in the statements. The opening statement by Chairman Clarence M. Pendleton, Jr. is followed by an overview of women in the work force (Claudia Goldin). The next section presents statements from the panel on "Occupational Segregation and the Earnings Gap" (Andrea H. Beller, Solomon William Polachek, Paula England, and Brigitte Berger). This section is followed by statements from members of the panel on "Comparable Worth Doctrine and Its Implementation" (Alvin O. Bellak, Donald P. Schwab, Herbert R. Northrup, and Ronnie J. Steinberg). Next, a single statement, "Factual Overview: Current Comparable Worth Proposals at the Federal, State, and Local Levels (Nina Rothchild) is presented. Next, statements are presented from the members of the "Legal Perspectives and Precedents" panel (Winn Newman and Robert E. Williams). The final section contains statements from the panel, "Comparable Worth as a Remedy for Sex Discrimination (Joy Ann Grune, June O'Neill, Jeremy Rabkin, and Ray Marshall). (IS)

ED 256 727 SP 025 949

Boating the Right Way.
California State Dept. of Education, Sacramento.

PUB DATE- 85
NOTE- 130p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Boat Operators; First Aid; *Maritime Education; Navigation; Recreational Activities; *Safety; Sailing
IDENTIFIERS- Boats

This monograph is a multipurpose resource document developed to meet the needs of young adults seeking boating knowledge, and to serve as a guide to the safe operation of watercraft. Chapter one deals with types of watercraft and the responsibilities of the boater. In chapter two, the water environment is discussed, including the water cycle, currents and tides, weather, and darkness and unfamiliar waters. The third chapter is devoted to equipment needed for safe boating. Techniques for handling different types of boats are discussed in the fourth chapter. Chapter five consists mainly of a study guide in the form of a self-test based on information contained in the booklet, "ABCs of the California Boating Law." A copy of the booklet is included with this publication. In chapter six, heavy weather and emergency procedures are discussed. The final chapter deals with first aid procedures for accident victims, heat sickness, and hypothermia. A glossary of terms and selected references are included. (JD)

ED 256 760 SP 026 115

Smith, David C.
Policy Research in Education.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Educational Legislation; Higher Education; Information Needs; *Policy Formation; *Research Utilization; Schools of Education; State Action; Teacher Education Programs

There are a wide variety of areas in the field of education in which policy studies are needed for the guidance and enlightenment of state policy makers. While there is not an absence of data in these areas, data are limited in scope, are of questionable validity, or are insufficiently powerful to effectively guide the formation of public policy. These areas are: (1) teacher supply and demand; (2) teacher testing and performance; (3) student testing and performance; (4) high school graduation requirements and curriculum; (5) certification requirements; (6) certification extension requirements; and (7) merit pay and career ladder programs. Those who work with policy makers cannot afford to be ignorant of the information that is available, and they have a responsibility to use it effectively. (JD)

ED 256 776 TM 850 052

Keller, Maureen; McCabe, Connie

Classified Pupils and High School Graduation Requirements in New Jersey: Questions and Answers. Revised.

New Jersey State Dept. of Education, Trenton. Div. of Special Education.

REPORT NO.- PTM-300.10
PUB DATE- Feb 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attendance; Basic Skills; Board of Education Policy; Credits; *Disabilities; *Graduation Requirements; High Schools; *High School Students; Individualized Education Programs, Minimum Competency Testing; Secondary School Curriculum; *Special Education; State Legislation; *State Standards
IDENTIFIERS- *New Jersey

Using a question and answer format, this booklet explains state high school graduation requirements for classified special education students in New Jersey. Classified pupils must meet all state and local graduation requirements unless exempted in their individualized educational programs (IEPs). Fulfilling IEP requirements qualifies a classified pupil for a state-endorsed diploma. IEPs for classified students entering high school should be updated by both elementary/junior high and high school IEP team members to specifically address all graduation requirement components. Questions are answered pertaining to all five components: (1) state minimum basic skills examinations; (2) minimum curriculum requirements; (3) attendance policies; (4) credit hours; and (5) additional local school district requirements. (BS)

ED 256 806 TM 850 301

Goldinher, Martin R.
Evaluation of the 1983-84 Academic Excellence Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Sep 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Administrator Attitudes; *Attitude Measures; *Curriculum Enrichment; Elementary Education; Formative Evaluation; Parent Attitudes; *Program Evaluation; Program Implementation; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Academic Excellence Program; *Dade County Public Schools FL

The 1983-84 Academic Excellence Program (AEP) was a new Dade County Public Schools (Florida) program providing enrichment curriculum for above average kindergarten through sixth grade students at 24 district schools. Instructional activities focused on developing critical thinking, higher level cognitives processes, creative problem solving, and research methodology skills. Program delivery included a variety of models (full time, after school, and pull-out). The evaluation focused on the AEP program development and implementation. Data collection activities involved examining student participation rosters, on-site observations, parent, student, administrator, and teacher questionnaires, and program personnel interviews. Results indicated that most program activities followed program proposal specifications and that the program was perceived favorably Recommendations included: (1) more frequent progress information to parents; (2) equitable compensation to teachers in after school programs; (3) additional inservice training for AEP instuctional staff; (4) establishing district level AEP goals and objectives which provide some latitude at the school level; (5) better parent orientation; and (6) scheduling AEP programs during regular school hours. Appendices contain participant roster forms and the five evaluation questionnaires. (BS)

ED 256 820 UD 023 725

Saxton, G. William, Comp.
Partnership for Excellence in Education. Report on Symposium I and II.
Hartford Public Schools, Conn.
PUB DATE- 20 Mar 84
NOTE- 26p.; The report's final page is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Finance; Educational Legislation; Educational Policy; Elementary Secondary Education; Lobbying; Preschool Education; *Program Development; *Program Improvement; Resource Allocation; *School Effectiveness
IDENTIFIERS- *Connecticut (Hartford); Excellence in Education

Recommendations for improving the educational programs of Hartford, Connecticut are presented in this document. In November 1983 the Hartford Board of Education held a symposium in which Board members, staff, parents, union members and representatives of the business community met to review six reports on educational reform. Five task force committees were formed to prepare specific recommendations to be reviewed at a second symposium. Those task force reports, which were presented at the second symposium in February 1984, are included in this document. The problems addressed are in five areas: early childhood (PK-K), elementary education (K-6), secondary (7-12), funding and resources, and lobbying and legislation. (KH)

ED 256 834 UD 024 203

Employment and Training Needs of Hispanics in Michigan. Agency Services--Department of Education.

Michigan State Dept. of Management and Budget, Lansing. Office of Management Practices.

PUB DATE- Sep 84
NOTE- 130p.; Prepared for the Michigan Commission on Spanish Speaking Affairs. For related documents, see ED 242 855-857.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Elementary Secondary Education; *Employment Programs; Ethnic Groups; *Hispanic Americans; *Job Training; Needs Assessment; Program Descriptions; Program Effectiveness; *State Agencies; Student Needs
IDENTIFIERS- *Michigan; Michigan State Department of Education; Michigan State Department of Labor; Michigan State Department of Social Services

General and targeted programs and agencies in the Michigan Departments of Education, Social Services, and Labor that address the employment and training needs of the State's Hispanic population are described and analyzed in this report. Three different papers, each dealing with programs offered by one of the three departments, are bound together in this volume. The papers on the activities of the Departments of Education and Social Services follow the same format. Each begins with a brief overview of the problems of Michigan Hispanics relevant to the department's concern, and then proceeds to detailed descriptions of the particular programs offered and the service areas covered. The department organizational structure is outlined, the process used for selection of the service areas and programs to be analyzed discussed, and the format used in analyses of individual programs is explained. Each service area or program is generally described and analyzed in terms of target clientele, service data, and needs or goals and implications of the preceding analyses are considered. Finally, the paper on the Labor Department describes and analyzes the department's major agencies and programs, including Comprehensive Employment and Training Act, Bureau of Community Services, and Michigan Employment Security Commission programs, as well as programs of the Michigan Youth Corps. The implications of these analyses are considered. The three papers in this volume contain many statistical tables. (KH)

ED 256 470　　PS 015 059

Brown, June
Utilizing the Nation at Risk Recommendations to Reach Educational Excellence.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Support; *Educational Improvement; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; *School Community Relationship

Ways to improve the parent school relationship are suggested. Discussion of recommendations of "A Nation at Risk," the report of the National Commission on Excellence in Education, concerning computer use in schools, discipline, homework, and leadership and fiscal support is followed by a brief exploration of ways educators can enlist public support. Approaches suggested include group parent conferences, individual parent conferences, personal notes, newsletters, recognition of parents, volunteers, school open houses, use of parents as resources for instruction and fund-raising, highlighting parents' talents, and publicity via mass media. (RH)

ED 256 710 SP 025 716

Gee, Elsie W.

Applying Research in Three Teacher Education Programs: Factors Influencing Variations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 41p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 4-6, 1984).
CONTRACT- 400-83-003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Behavior Change; *College School Cooperation; Comparative Analysis; *Cooperating Teachers; Higher Education; *Research Utilization; School Districts; *Student Teachers; Teacher Behavior; *Teacher Education Programs; Teacher Educators; Teacher Effectiveness
IDENTIFIERS- Research Practice Relationship

An analysis was made of a collaborative research and development project designed to stimulate and support collaborative development of preservice teacher education strategies. The project was based on the assumption that teacher education programs could incorporate research as an inquiry-based process for student teachers, cooperating teachers, and teacher education faculty. Three teacher education program sites in Nevada, Utah, and California used the inquiry-based process in their programs. A cross-site analysis identified variables associated with the different sites and the interactions among the variables. Little variation was reported among the three sites. However, there were some differences in the goals, initial planning, and the methods of intervention. A supportive relationship between each teacher education program and its cooperating school district was important. While there were no clear results regarding change in classroom teaching behaviors, the perspectives of students and cooperating teachers toward the value of research became increasingly positive across all three sites. Achievement of the project goal of continuing and expanding networks among teacher education programs and local education agencies appeared promising. (Author/JD)

ED 256 791 TM 850 263

Maryland Accountability Testing Program Annual Report. School Year 1983-1984.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 1 Oct 84

NOTE- 140p.; Prepared with the assistance of Westat, Inc. For previous reports, see ED 250 364 and ED 250 363

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Grade 3; Grade 5; Grade 8; Graduation Requirements; Language Arts; Reading Comprehension; School Districts; Scores; *State Programs; State Standards; *Testing Programs; *Test Results

IDENTIFIERS- *California Achievement Tests; *Maryland Accountability Assessment Program

The Maryland Accountability Testing Program Annual Report is a reference document on basic skills test data for grade levels three, five, and eight. The average grade equivalent scores on the California Achievement Tests (CAT) for all three grade levels in reading comprehension, language, and mathematics for the school year 1983-1984 are included. The major findings from analyses of the statewide results indicate that participating Maryland pupils in the fall of 1983 scored in excess of the 1976 norm sample for these grades. In addition to detailed tables of the test results by school, district, and state, this report includes: (1) a definition of educational accountability and an introduction to the Maryland Educational Accountability Program; (2) the State Board of Education's Resolution on Assessment Program; (3) Maryland prerequisites for high school graduation; and (4) a description of the assessment instruments used to measure academic achievement. (DWH)

ED 256 744 SP 026 065

Rossman, Gretchen B.; And Others
Plan for the Study of Professional Cultures in Improving High Schools.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beliefs; *Cultural Context; *Educational Environment; *High Schools; *Improvement Programs; *Research Methodology; School Effectiveness; Secondary Education; Teacher Student Relationship; Values

Focusing upon the importance of the overall school climate, and viewing school improvement from a cultural perspective, this document presents a report on the first year of a study of culture and cultural processes involved in improving the effectiveness of high schools. The first section discusses the year's three major activities undertaken to design and plan for the study. The second section, on the conceptual framework, presents a rationale for the study that emphasizes the significance of cultural elements in effective schools, and the significance of the interplay between culture and change. It defines and elaborates the concept of culture and identifies some of the study's key assumptions. Processes of cultural change and transformation are described to clarify theoretical constructs that are applicable to educational settings. The section concludes by describing five cultural domains or themes that will guide field research. The third section, on research methods, presents the approach that will be used for field work, including a plan for data collection, site selection activities, and a proposed approach to data analysis. (JD)

DOCUMENT RESUME

ED 256 835 UD 024 204

A Study of Utilization of the Racial Majority to Minority Student Transfer Option within Selected Schools.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Jun 84
NOTE- 15p.
LANGUAGE- English
EDRS Price MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; Educational Environment; Educational Quality; Elementary Secondary Education; Enrollment; *Free Choice Transfer Programs; School Attitudes; *School Choice; Student Attitudes
IDENTIFIERS- *Dade County Public Schools FL

A study was condyucted within the Dade County (Florida) Public Schools to determine why large numbers of Black students were using the racial majority to minority transfer option, and, in particular, transferring from Van E. Blanton Elementary And Horace Mann Junior to Miami Shores Elementary and North Miami Junior schools. From a list of 471 transferees, 33 were randomly selected and interviewed. A majority indicated that they transferred because the new schools were "better," i.e., they had less fighting, fewer problems, greater concern by school administration and teachers for student well-being, books to take home, better facilities, better discipline, a majority White student body, and a better overall program. A review of achievement results indicated that median percentile scores (reading and mathematics) were higher in Miami Shores Elementary and North Miami Junior than in the other two schools. Interviews with students currently enrolled at Horace Mann also pointed to many of the problems perceived by the transferring students, but their overall perception was not as negative. In the future, the School Board might: (1) conduct an in-depth review of educational program offerings and discipline at schools losing large numbers of students through transfers; (2) conduct a public relations campaign to accentuate the positive features of Van E. Blanton Elementary and Horace Mann Junior; and (3) consider amending current transfer procedures with a view toward ending transfers to schools that are utilized beyond their capacity. (KH)

DOCUMENT RESUME

ED 256 848 UD 024 221

Ray, James E.; Knapp, Robert
A Process to Ensure a Successful School Improvement Project. The Effective School Report from Research and Practice, Vol 2, No. 12.
PUB DATE- Dec 84
NOTE- 5p.
AVAILABLE FROM- The Effective School Report, KELWYNN, Inc., Grand Central Station, P.O. Box 2058, New York, NY 10163 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Community Schools; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Evaluation Criteria; Models; *Program Development; *Program Implementation; *School Effectiveness; Staff Role
IDENTIFIERS- *Michigan (Flint); *School Improvement Project MI

The Flint (Michigan) Community Schools developed a four-phase School Improvement process model. In Phase 1 (Commitment), school district and administrative support were obtained and pilot schools were selected (one elementary and one middle school). The principals of these schools and one teacher representative from each received training in effective schools concepts. For each school, an action team of administrators and teachers was organized, and the project moved into Phase 2, Data Collection. The Connecticut School Improvement Interview and School Effectiveness Questionnaire were used to collect data from teachers, archival data were assembled, and student and staff behavior were observed. In Phase 3, Action Planning, the action teams reviewed and interpreted the data and developed the following problem solving process: (1) assess needs and analyze information; (2) write problem statements; (3) explore options and select appropriate course of action; (4) write goal statements; (5) develop action steps; and (6) develop evaluation criteria. Action plans developed using this process were presented to the schools. The action teams continue to meet to monitor plan implementation. In Phase 4, Follow-Up, achievement, teacher questionnaire, and archival data will be used to evaluate the effects of the improvement project. The selection of action team members is seen as the most crucial aspect of the process; they must be committed to improvement, have the respect of other staff members, and be willing to take leadership roles. (KH)

DOCUMENT RESUME

ED 256 862 UD 024 247

Davis, Bruce R.
Evaluation of the Race/Human Relations Program: A Study of Cooperative Learning Strategies. No. 374.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 17 Jul 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Elementary Secondary Education; *Friendship; Multicultural Education; *Program Effectiveness; Program Evaluation; *Program Implementation; *Racial Integration; *Racial Relations; Teacher Education
IDENTIFIERS- California (San Diego); *Cooperative Learning; *Cross Race Interaction

This study measures the success of the implementation of a Cooperative Learning Environment program and presents the results of that program as carried out in three elementary schools and two secondary schools in San Diego, by replicating studies conducted elsewhere in the United States. Whereas the earlier studies document the positive effects of such programs on achievement of the desired outcomes of integration (such as cross-ethnic friendships) and on academic learning, results in the San Diego study did not find similar statistical differences. Possible reasons for the lack of results from pre- to postprogram implementation in San Diego are: (1) pretest scores were high; (2) districts in other studies did not have the same kind of integration and race/human relations background as San Diego; (3) inconsistent implementation; and (4) the short time of implementation. The following are recommended: (1) a more rigorous implementation over a longer period of time; (2) that teachers new to the program be well taught in the use of cooperative learning strategies, and be given sustained in-class resource support, recognition, and support by the site administration; (3) that recognition be given to and use made of role model teachers expert in using cooperative learning environment methods; and (4) that the program be evaluated rigorously, including monitoring of implementation. (RDN)

ED 256 836 UD 024 205

Jones, Yvonne V.
Afro-American Urban [illegible]: New Directions for Research.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented to Central States Anthropological Society (April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Businesses; *Blacks; *Entrepreneurship; Ethnic Groups; Ghettos; Metropolitan Areas; Political Attitudes; Racial Differences; Racial Factors; *Small Businesses; Social Mobility; *Social Theories; Socioeconomic Influences; *Socioeconomic Status; Urban Problems

Most theories on the low socioeconomic status of Blacks have been grounded in sociology and economics, have concentrated on largely quantitative data on occupation and income distribution among Blacks and between Blacks and Whites, and have presented a disfunctional picture of Black economic life. It is time now to turn to anthropological studies of the economic life of Black urban communities. To date, the colonial model of such communities postulated by political scientists has been pervasive. The colonial model focuses on the economic role of Blacks as neighborhood-bound cheap laborers and consumers rather than producers and distributors. As in other theories, the absence of a class of Black entrepreneurs is compared unfavorably with the growth of such a class among other ethnic groups (the ethnic enterprise model) Preliminary data collected in a survey of an inner-city Black neighborhood, however, casts doubt on the usual assumptions about Black economic life. First, suburbanization and other processes have made the ethnic enterprise model obsolete as a way of understanding Black businesses. Second, although most of the businesses surveyed rely on a local or even a neighborhood consumer market, the marketing networks of some businesses extend well outside the area, bringing into question the validity of a colonial model of cash-flow transactions. And finally, analysis of the data indicates an adaptive rather than a disfunctional model of Black economic life. (CMG)

ED 256 849 UD 024 223

Kok, J. C.

Diversity in Value Orientations: Educational Consequences.

PUB DATE- Dec 84
NOTE- 15p.; Paper presented at the International Jerusalem Convention on Education (1st, Jerusalem, Israel, December 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Cultural Differences; Cultural Influences; Culture Conflict; Educational Research; Elementary Secondary Education; Foreign Countries; *Values; Values Education
IDENTIFIERS- South Africa

The "value orientations" concept can be used to empirically investigate the differences between people and between human groups and can be of particular value to the educator. "Value Orientations" are complex principles that organize a given culture's expression of certain basic "human problems" (such as human nature, the relationship of man and nature, time, activity, and human relations). But while values exist potentially, they are not always acted upon, and a variety of solutions to certain problems are possible within a single culture. To investigate the relevance of value orientations theory to education, the value orientations of the four large cultural communities in Port Elizabeth, South Africa (Afrikaans-speaking, English-speaking, Coloureds, and Xhosa) were studied. Analysis revealed differences in value orientations between children in terms of their academic aspirations, failure or success at school, home education, parents' rural or urban origin, and parents' academic attainment. All four groups also reported encountering disharmony between home and school. The analysis suggests that the value orientations of some cultures are less well-suited to the cybernetic age. Education is the strongest agent to change value orientations, but many questions must be considered in order to resolve difficult pedagogical and ethical questions; the goals of uniformity and diversity in education, for instance, must be reconciled. (KH)

ED 256 863 UD 024 248

Epstein, Joyce L.
Effects of Teacher Practices of Parent Involvement Change in Student Achievement in Reading and Math.
PUB DATE- Apr 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Elementary Education; *Mathematics Achievement; *Parent Participation; Parent Teacher Cooperation; *Reading Achievement; Student Improvement; *Teaching Methods

To study the effects over time of teacher practices concerning parent involvement on student achievement test scores, longitudinal data from 293 students (in Baltimore, Maryland, Grades 3 and 5) who took the California Achievement Test in the fall and spring of the 1980-81 school year, were analyzed. The students were in the classrooms of 14 teachers who ranged in their emphasis from confirmed leaders to infrequent users to non-users of parent involvement in learning activities at home. Results show that, from the fall to the spring, students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did other students. However, there were no effects on math achievement for students whose teachers involved parents. These results are the first to link particular teaching practices concerning parent involvement to the actual responses of the parents and the change in achievement of their children. Apparently, important consequences can occur when teachers make parent involvement in learning activities at home part of their regular teaching practice. (KH)

ED 256 837 UD 024 206

Hemenway, Judith A.; And Others

The Measures and Variables in the Sustaining Effects Study Technical Report #9 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
REPORT NO.- SDC-TR-9
PUB DATE- Dec 78
NOTE- 252p.; For related document, see ED 246 991.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Assessment; Elementary Education; *Evaluation Methods; Institutional Characteristics; *Measurement Techniques; Principals; *Program Evaluation; School Districts; Student Characteristics; Teacher Characteristics; Testing
IDENTIFIERS- *Sustaining Effects Study

The purpose of this report is to provide a detailed description of the instruments and data used in the Sustaining Effects Study, a large study of the nature, quantity, environment, generality, and sustained effects of compensatory education on basic skills. Each instrument is introduced, the items comprising it are described in detail, and, to give some indication of the types of information provided by the instruments, statistical data obtained from each item are given. The instruments are presented in logical groupings of measures with similar content. Part I details the student-level measures, including achievement tests and descriptive questionnaires. Part II presents the teacher-level measures that describe both teacher and classroom program characteristics. Part III deals with the instruments that describe characteristics of principals and other school-level characteristics. Finally, part IV discusses district-level measures, dealing with both general district characteristics and Title I program characteristics. Together, these instruments provide an extensive amount of information concerning the characteristics of and participants in regular, other compensatory, and Title I programs, and the context within which these programs operate. A great portion of this document consists of statistical tables. (KH)

ED 256 850 UD 024 224

Pugh, Wesley C.

The Provisions for Hispanics, Asians and Other Minority Groups in Desegregation Plans in Major American Cities. Report No. 8424.

Philadelphia Board of Education, Pa.

PUB DATE- Nov 84
NOTE- 55p.; Presented at the Achieving Excellence in Education Conference, School of Education, University of Pennsylvania (Philadelphia, PA, November 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Bilingual Education; *Classification; *Community Attitudes; *Desegregation Plans; Educational Policy; Elementary Secondary Education; Hispanic Americans; *Metropolitan Areas; *Minority Groups; Racial Composition; School Community Relationship; *School Demography; School Desegregation
IDENTIFIERS- Excellence in Education

Analysis of the provisions for Hispanics, Asians, and other minority groups (excluding Blacks) in the desegregation plans of 13 cities (Boston, Chicago, Cleveland, Dallas, Denver, Detroit, Los Angeles, Miami, Milwaukee, New York City, Philadelphia, San Francisco, and Seattle) suggests a number of trends: (1) These groups have not been classified as Black; in voluntary plans they have been classified on a percentage formula related to the groups as "separate identifiable groups" (i.e., neither White nor Black); in mandatory plans they have been classified as White; district size has not affected classification; and a high percentage of a group in a system has led to classification as a "separate identifiable group," while a low percentage has led to classification White. (2) District size has had little effect on language provisions; in districts with a high percentage of these groups, government bilingual requirements, at a minimum, have been carried out, and State requirements have led to extensive language support programs; in the case of mandatory plans bilingual provisions have been implemented, but in most cases implementation has been independent of desegregation plans and has often resulted from State and Federal guidelines. (3) The minority community has reacted to the plan whatever the group's percentage in the system, whether the plan was voluntary or mandatory, and whether or not it had provisions for language support. Appended are a summary chart of the study, a list of the cities profiled, a reproduction of the research agenda, and a map of the cities. (CMG)

ED 256 838 UD 024 207

Ascher, Carol; Flaxman, Erwin
Towards Excellence: An Urban Response to the Recommendations for School Reform.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 7p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational Finance; *Educational Improvement; Educational Objectives; Educational Quality; Educational Technology; Elementary Secondary Education; Equal Education; Resource Allocation; Second Language Instruction; Services; Student Rights; Track System (Education); *Urban Education; Urban Problems; Vocational Education
IDENTIFIERS- *Excellence in Education

Although the general thrust of recent education reports and studies--to strengthen the academic quality of secondary education--has been salutary, efforts fall short of giving clear direction for school improvement in a number of areas particularly important to urban school superintendents. The reports fail to recognize the unique context of urban education and, in general, tend to remove education from its social context. Surprisingly, in a country where over a quarter of all students are from ethnic minorities, the current reports are nearly silent on the special needs of these students. The recommendations for reform need to address school issues with a clearer understanding of their urban context in at least the nine following areas: educational goals; academic achievement and diversity; student tracking and promotion; resources and planning; support services; curriculum and instruction; language instruction; vocational education; and technology. (The remainder of the paper addresses those issues and offers suggestions for improvement in each area.) (KH)

ED 256 851 UD 024 226

Una Mejor Opportunidad para Aprender: La Educacion Bilingue Bicultural (A Better Chance to Learn: Bilingual-Bicultural Education).
Commission on Civil Rights, Washington, D.C.
REPORT NO.- CCR-Pub-51
PUB DATE- May 75
NOTE- 301p.; Translated from the English edition by Gladys E. Zeda. For English version, see ED 107 417.
LANGUAGE- Spanish
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Translations (170) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; Educational History; *Educational Policy; Elementary Secondary Education; English (Second Language); *Equal Education; Evaluation Methods; Hispanic Americans; Immigrants; Minority Groups; Non English Speaking; Program Descriptions; *Program Effectiveness; Public Policy; Student Needs

The effectiveness of bilingual bicultural education as a means of increasing the opportunities of language minority students is examined in this report, which is addressed to educators and the general public. First, an introduction defines key terms, briefly outlines controversies which surround bilingual education, and describes the contents of the report. Three chapters follow, focusing on different aspects of the central topic. Chapter 1 provides a historical overview of language minorities and education and then focuses on the needs of today's mostly Spanish-speaking immigrants, and the recent public policies affecting them. In Chapter 2, the English as a Second Language approach is analyzed for purposes of comparison and the educational principles underlying the bilingual approach are discussed. In Chapter 3, to clarify what bilingual bicultural programs are and how they work, selected bilingual programs are described, and information is provided on evaluation procedures for such programs. Finally, a brief conclusion discusses the report's implications and asserts that bilingual bicultural education is the program of instruction that currently offers the best vehicle for large number of language minority students who experience language difficulty in the schools. Appendices include discussions of the constitutional right of non-English speaking children to equal educational opportunity, and Federal and State policy on bilingual education. (KH)

ED 256 839 UD 024 210

Boo, Mary Richardson; Decker, Larry E.
The Learning Community.
National Community Education Association, Alexandria VA.
PUB DATE- Jan 85
NOTE- 35p.
AVAILABLE FROM- National Community Education Association, 119 N. Place Street, Alexandria, VA 22314 (single copies $3.50; 25-99 copies $2.00 each; 100+ copies $1.75 each including shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Adult Education; Change Strategies; *Community Education; Educational Finance; Elementary Secondary Education; *Program Development; School Business Relationship; *School Community Relationship

This guide to community education offers strategies and suggestions for responding to the call for more community involvement in partnership efforts that will benefit education and society. First, a brief introduction summarizes the philosophy of community education, defining it as a belief that learning is lifelong and that self-help efforts foster human dignity, compassion, and individual pride. Following this, a justification for developing community education programs is presented, and some of the forms the programs might take are suggested. Next, the history of community education is described, and fundamental requirements for changing a traditional school system into a community education system are listed. Succeeding sections focus respectively on citizen involvement; leadership and staffing; community partnerships; community education and the K-12 program; identifying needs; community education activities; and paying for community education. The guide concludes with brief descriptions of five existing programs, a list of references, and sources of further information. (KH)

ED 256 852 UD 024 227

Bar-On, Ehud; Or-Bach, Rachel

Programming Mathematics: A New Approach in Teaching the Disadvantaged.

Technion--Israel Inst. of Tech., Haifa.

SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- Apr 85
NOTE- 46p.
GRANT- 231-093
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Adolescents; Cognitive Style; Computation; *Computer Assisted Instruction; *Disadvantaged Youth; Educational Innovation; Field Tests; High Schools; High School Students; Material Development; *Mathematical Concepts; *Mathematics Instruction; *Models; Probability; *Teaching Methods; Vocational Education
IDENTIFIERS- Formalization

The development of an instructional model for teaching formal mathematical concepts (probability concepts) to disadvantaged high school students through computer programming and some results from a field test are described in this document. The instructional model takes into account both learner characteristics (cognitive, affective, and instrumental abilities) and subject matter requirements. The learner model is based on C. Frankenstein's theory about characteristic faulty patterns of thought among disadvantaged adolescents, namely, difficulties in abstract thinking, irrational thinking, and computational difficulties. The programming approach, which is concrete and procedural, provides a method of abstraction, generalization, and formalization of probability concepts and helps learners assimilate probabilistic concepts into their existing cognitive schemes. Following discussion of the model, examples of the process of detection, identification, and treatment of faulty patterns of thinking, as displayed in a pilot test of the approach, are presented. (RDN)

ED 256 840 UD 024 211

Nelson, Alan C.
Statement of Commissioner, Immigration and Naturalization Service, before the Committee on the Judiciary, Subcommittee on Immigration and Refugee Policy, United States Senate, concerning S. 377.
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
PUB DATE- 22 Apr 85
NOTE 14p.
LAN[illegible] English
EDR[illegible] - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Federal Legislation; Foreign Countries; Foreign Nationals; Immigrants; *Latin Americans; Public Policy; Refugees; *Undocumented Immigrants
IDENTIFIERS- *El Salvador; Immigration and Naturalization Service; Immigration Legislation; *Reagan Administration; Refugee Act 1980

The Reagan Administration opposes proposed legislation (Senate 377) that would provide special assistance, including temporary stays of deportation, for El Salvadoran nationals illegally in the United States. First, such legislation will accomplish nothing that cannot be done better or more equitably under the Refugee Act of 1980, which established a comprehensive system under which any person, regardless of origin, can apply for and receive individual consideration of the merits of his or her claim to asylum or refugee status. Senate (S) 377 would circumvent the basic policy behind the 1980 Act and return to the ad hoc and discriminatory approach of the past. As for claims that S. 377 would eliminate discriminatory Immigration and Naturalization Service (INS) policy against Salvadoran asylum applicants, any such claims must be challenged. There is no discrimination against Salvadorans. Asylum applications that demonstrate a well-founded fear of persecution are granted. Those that are poorly documented or patently frivolous are not. A second reason for the Administration's opposition to S. 377 is that it will undermine enforcement of the Immigration and Nationality Act. It will have a magnet effect, encouraging high levels of continuing illegal entry from Central America. It is unlikely that after expiration of the temporary stays, the Salvadorans will return home voluntarily or the INS will be able to locate and remove them. Thus, the Senate should consider S. 377 in the total immigration context and not support it. (KH)

ED 256 853 UD 024 228

School Closings in Montgomery County, Maryland. A Report of the Maryland Advisory Committee to the United States Commission on Civil Rights.

Maryland Advisory Committee to the U.S. Commission on Civil Rights, Baltimore.

SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- 82
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attendance Patterns; *Board of Education Role; Busing; Civil Rights; Community Relations; Declining Enrollment; Elementary Secondary Education; Enrollment Trends; Minority Group Children; Minority Groups; Racial Bias; Racial Composition; Racially Balanced Schools; *Racial Relations; *School Closing; *School Resegregation
IDENTIFIERS- *Maryland (Montgomery County)

In January 1982, the Maryland Advisory Committee to the United States Commission on Civil Rights conducted a forum in order to hear from community representatives, members of the Montgomery County School Board, and other local officials about the impact of school board decisions to close selected schools in the countywide school district. On the basis of the information gathered in preparation for, at, and following the meeting, the committee came to the following conclusions. First, while the committee recognized the need for school closings due to dwindling enrollments, it found that the decisionmaking process utilized by the school board did not adequately consider either the racial makeup of the county's schools or the special needs of the county's various minority communities. Second, the school board's insensitivity to minority community concerns added racial tension to the controversy and polarized it in a manner that could damage community relations for a long time to come. And finally, in choosing schools to be closed, the school board deviated from its own racial balance policies; its actions would result in increased minority concentrations in schools in certain areas of the county. In the light of these findings, the committee urges the United States Commission on Civil Rights to conduct a national assessment of school closures necessitated by declining enrollments. Following the narrative, appendices present two responses to the committee's findings by the school board president and a school board member. (RDN)

ED 256 841 UD 024 212

Henderson, Anne, Ed.
No Strings Attached: An Interim Report on the New Education Block Grant. NCCE Occasional Papers.
National Committee for Citizens in Education, Columbia, Md.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Sep 83
NOTE- 124p.
AVAILABLE FROM- National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044 ($4.25 plus handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Block Grants; Case Studies; *Citizen Participation; *Educational Finance; Educational Policy; Elementary Secondary Education; Equal Education; Federal Aid; Federal Legislation; Federal State Relationship; Parent Role; Politics of Education; Program Evaluation; Resource Allocation; *School District Spending; State School District Relationship
IDENTIFIERS- California; *Education Consolidation Improvement Act Chapter 2; Funding Formulas; New Jersey; Ohio; Rhode Island; South Carolina; South Dakota; State Advisory Committees; Washington

The effects of Chapter 2 block grants on fund distribution, programs, and school district spending, and the role played in Chapter 2 implementation by parents and citizens were investigated. Interim findings include the following: (1) there has been a massive redistribution of Federal funds away from States serving large numbers of poor nonwhite children; (2) small school districts are winning small amounts of money, big districts are losing very large amounts; (3) there has been a pronounced shift away from support of competitive grants in local districts for school improvement projects; (4) 88% of local districts are spending more than half of their grants for materials, about 30% are supporting school improvement projects, and about 15% are supporting guidance and testing programs or programs for the gifted; most other categorical programs are not being funded at all by most school districts (only 5.7% are funding desegregation programs); and nearly 50% are spending money on computers. Following presentation of these findings, the role of the state education agency (SEA) and of the State advisory committee (SAC) is analysed and seven case studies (written by parents or educational activists) describe how SACs have served (or not served) as vehicles for public involvement in California (Myron Puckett); New Jersey (Vernell Patrick); Ohio (Carla Edlefson); Rhode Island (Eleanor King); South Carolina (Joy Sovde); South Dakota (Phyllis Willging); and Washington (Pamela Keating). Appendices present State demographic material, material on funding formulas and SEA Chapter 2 spending, Chapter 2's text, and nonregulatory guidelines on public involvement. (CMG)

ED 256 854   UD 024 229

Civil Rights in Maine. Proceedings of a consultation sponsored by the Maine Advisory Committee to the U.S. Commission on Civil Rights (Augusta, Maine, November 16-17, 1978).

Maine Advisory Committee to the U.S. Commission on Civil Rights, Augusta.

SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Oct 79
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Affirmative Action; *Age Discrimination; American Indians; Blacks; *Civil Rights; Community Services; Educational Discrimination; Equal Opportunities (Jobs); *Handicap Discrimination; *Racial Discrimination; *Sex Discrimination; Sex Fairness; Social Discrimination
IDENTIFIERS- Franco Americans; *Maine

This publication records statements made by representatives of some 20 organizations at a Consultation on the Status of Civil Rights in Maine. Following the chairperson's introductory remarks, presentations on the following five sets of issues are offered: (1) general and multiple civil rights issues (the Maine Human Rights Commission, the Pine Tree Legal Assistance, Inc., and the Maine Division of Community Services); (2) racial, ethnic, and national origin discrimination issues, specifically the experiences of Blacks, Franco-Americans, and Native Americans in the State (the National Association for the Advancement of Colored People, the Central Maine Indian Association, the Association of Aroostook Indians, and a professor of sociology at the University of Southern Maine); (3) sex discrimination issues (the Maine Commission for Women, the National Organization for Women, the Maine Women's Lobby, the Maine Teachers Association, the Portland Family Crisis Shelter, and the American Civil Liberties Union); (4) age discrimination issues (the Bureau of Maine's Elderly, and the Maine State Nurses Association); and (5) handicap discrimination issues (the Southern Maine Association of Handicapped Persons). The document's final section isolates and summarizes problem areas and outlines explicit program suggestions. Appendices list human rights complaints, 1978-79, and organizations represented at the Consultation. (RDN)

ED 256 842 UD 024 213

Ascher, Carol
Raising Hispanic Achievement. ERIC/CUE Digest Number 26.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 4p.; Printed on colored paper.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Educational Change; English (Second Language); *High Schools; *Hispanic Americans; Native Language Instruction; *Performance Factors; School Business Relationship; School Community Relationship; Second Language Instruction; Services; Spanish Speaking; Student Characteristics; Urban Schools
IDENTIFIERS- *Excellence in Education; Hispanics and Urban High School Reform; *Make Something Happen

Recent findings on the academic achievement of Hispanic students are digested in this paper. Data are derived from the study, "Make Something Happen," which was conducted by the National Commission on Secondary Education for Hispanics, and presents comprehensive findings on Hispanic education drawn from a special analysis of the Hispanic cohort of the "High School and Beyond" national longitudinal study, findings from commissioned topic papers, site visits to inner-city schools across the country, and a variety of previously existing research. Findings are organized under the following headings: background; language instruction; the work-school linkage; and social supports and school-community ties. The digest concludes with a list of recommendations for improving high school education for Hispanics, including the following: (1) the provision of a strong academic core for all students; (2) English language instruction for all Hispanic high school students (but Spanish core curriculum courses for non-English speakers); (3) Spanish language courses to make Spanish speakers literate in Spanish; (4) counteracting the high number of Hispanic dropouts by increasing the schools' involvement in their students' needs and desires to work; and (5) increasing the amount of guidance counseling offered to Hispanic students, the number of Hispanic teachers and administrators, and schools' communication with Hispanic parents. (KH)

ED 256 855 UD 024 230

Alexander, Benjamin H.

The Afro-American Family.

PUB DATE- 18 Feb 85
NOTE- 9p.; Speech given at Mississippi State University (Hattiesburg, MS, February 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; Black Businesses; Black Community; Black Education; *Black Family; Black Leadership; Black Youth; Early Parenthood; One Parent Family
IDENTIFIERS- *Survival

If the black family is to survive, blacks must go into the community, seek out their poor, teach them, minister to them, and Work with them to solve their problems. Black youth, in particular, need support and encouragement. The most successful black children come from two-parent homes. Hence the percentage of black families--35%--headed by a female needs to be reduced, as does the related high incidence of teenage pregnancies. The struggle of black men to be men has been a long and cruel one. Black men are behind in education, economics, banking and finances, computer training, employment, and business ownership. Moreover, they are not the producers of the goods they consume. Other problems are the general inability of blacks to work well together, the high incidence of drugs, and the lack of education. To survive and progress, the black family needs to seize every opportunity and needs to revitalize Dr. King's dream of "We shall overcome." (RDN)

ED 256 856 UD 024 234

Trubowitz, Sidney; And Others
When a College Works with a Public School. A Case Study of School-College Collaboration.
Institute for Responsive Education, Boston, Mass.
REPORT NO.- ISBN-0-917754-24-7
PUB DATE- 84
NOTE- 196p.
AVAILABLE FROM- Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($8.50 per copy including handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Community Schools; Higher Education; Middle Schools; Politics of Education; *Program Development; School Administration; *School Community Relationship; Secondary Education
IDENTIFIERS- *City University of New York Queens College; *New York City Board of Education

The development of a community school as a joint project of Queens College, the Louis Armstrong Middle School (I.S. 227), and the New York City Central Board of Education is described in this book. The contents of the book's eight chapters are as follows: (1) an introduction providing background material; (2) a discussion of the foundation on which the collaboration was built; (3) a description of the six-month period before the school opened, when roles were being defined, relationships were being developed, and the resistance and skepticism of college faculty and bureaucrats were being dealt with; (4) an analysis of the development of the college-public school collaboration; (5) an overview of the program's first three years, from the perspective of the college director; (6) a description of the development of the community school and its various projects; (7) discussion of how the community project developed bonds between school, college, and community; and (8) plans for expanding the collaboration to an elementary school. An appendix contains interviews with participants in the collaboration and others. (KH)

ED 256 843 UD 024 214

Education for a New Illinois: The Public Schools in a Changing Economy.

Illinois Project for School Reform, Chicago, IL.

SPONS. AGENCY- Chicago United, IL.; Roosevelt Center for American Policy Studies, Chicago, IL.

PUB DATE- Feb 85

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; Community Involvement; *Community Role; *Curriculum Development; *Delivery Systems; Economic Change; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Districts; Teacher Improvement; Teacher Motivation; *Teacher Role

IDENTIFIERS- *Illinois

Recommendations arising from the Illinois Project for School Reform are outlined in this document. First, the problem of declining academic standards is addressed and it is recommended that new curricula and rigorous standards be adopted. Local districts are urged to adopt a core curriculum, a competencies curriculum, or an integrated themes curriculum. Second, the problem of education as a profession in decline is set forth and strategies for ensuring higher standards and greater rewards and opportunities for teachers are recommended. Third, the delivery of educational services is looked at and it is argued that schools have become isolated from the community and that educational innovation has been stifled because schools now have too many responsibilities. It is recommended that new ideas be infused, such as: (1) flexibility in the delivery of educational services; (2) involving the larger community; and (3) streamlining the educational bureaucracy. The fourth section notes that schools have failed to keep pace with rapid economic changes and urges that this be remedied by building alliances between education and business. This is followed by a discussion of dwindling support for public schools and it is recommended that the community be given a stake in public education. And finally, suggestions are made for funding the recommendations. Appendices describe the process by which the recommendations were developed and list financial contributors and consultants. (RDN)

ED 256 857 UD 024 236

Driscoll, Berle M.; And Others
Alternative Educational Model for Junior High School Students Not Meeting Promotional Standards.
PUB DATE- 1 Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Dropout Prevention; *High Risk Students; Junior High Schools; *Junior High School Students; *Nontraditional Education; *Program Effectiveness; *Remedial Programs; School Community Programs
IDENTIFIERS- *Promotional Gates Program NY

This paper describes and evaluates Grand Academy, an alternative junior high school set up in New York City by a local district and a nonprofit community-based organization to meet the needs of students who have twice failed to meet Board of Education promotioal standards in the seventh grade. The instructional program, provided by the school district, offers small class size, specially trained teachers, a variety of multimedia materials, and instructional management systems. Career education is infused into the regular curriculum. Intensive support services, vocational services, and afterschool programs are offered by the community organization. In general, findings suggest that the alternative school improves student's academic performance and behavior. They become motivated to attend school and project high aspirations for the future. But, they continue to lag so far behind academically that when they move out of the alternative school environment they are still unable to function effectively in the basic skills area. For most of these students, a strong vocational preparation program with a view toward termination of traditional schooling and entrance into the world of work may be the soundest plan. However, the success of the Grand Academy alternative demonstrates the importance of intervention at the junior high level in order to prevent dropping out. (KH)

ED 256 844 UD 024 215

Darling-Hammond, Linda
Equality and Excellence: The Educational Status of Black Americans.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 85
NOTE- 60p.; Background paper for a Colloquium on Equality and Excellence sponsored by the Board's Office of Academic Affairs (Miami, FL, January 1985).
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 (Single copies $6.00; orders of 5 or more copies will receive a 20% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Access to Education; *Black Students; Curriculum; *Demography; Dropouts; *Educational Attainment; Educational Change; Educational Finance; Educationally Disadvantaged; *Educational Policy; Educational Quality; Elementary Secondary Education; Enrollment Trends; Equal Education; Higher Education; Majors (Students); *Socioeconomic Background; Teacher Improvement; Teacher Qualifications
IDENTIFIERS- *Excellence in Education

This report attempts to remedy the neglect of educational equality in recent educational reports by discussing both the educational status of black Americans and recent policy trends as they affect black students. Following an overview, trends in income and employment, family characteristics, and the degree of social mobility are discussed as a background for examining the educational accomplishments and needs of black students. The next section, "Educational Status," addresses: (1) participation in higher education, specifically undergraduate level participation and fields of study, graduate studies, and educational outcomes and fields of study; (2) indicators of K-12 attainment; and (3) curriculum and course content. The final section, "Policies Affecting Access and Success," considers: (1) school finances and the growing movement toward privatism in education; (2) educational standards, in terms of minimum competency testing and the "New Basics"; and (3) the quality and composition of the teaching force, focusing on teacher competency testing, merit pay, and alternative approaches to reform of teaching as an occupation. Seven figures and forty-two statistical tables are provided. (RDN)

ED 256 858 UD 024 238

Hanson, Susan G.

The College Preparatory Curriculum at Two High Schools in One School District.

PUB DATE- Apr 85

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Preparation; Comparative Analysis; Educational Opportunities; *Equal Education; High Schools; Institutional Characteristics; Politics of Education; School Districts; *Secondary School Curriculum; *Social Differences; Student School Relationship

IDENTIFIERS- Standardization

To investigate whether students taking the same courses in different high schools receive comparable instruction, research was conducted in sophomore, college-preparatory classrooms in two schools (one upper middle class and suburban, the other working class and inner-city) in one California school district. At the upper middle class school, it was found, the curriculum emphasized: (1) facts and skills that could be learned as "rules"; (2) technical knowledge (i.e., computers, mathematics, sciences); and (3) planning ahead. The curriculum at the working class school emphasized understanding the "basic idea" and forming personal opinions and responses. Cultural reproduction theory, when applied to these findings, suggests that the knowledge offered to the upper middle class students is the very knowledge that is most valued by society, while the working class school was at a disadvantage because its curriculum, although challenging, was not in line with current thinking about what skills are needed for college. Moreover, the working class students were not exposed to achievement-oriented values as the upper middle class students were. It appears that "standardizing" a curriculum does not guarantee equity: equal learning opportunities may at first appear to be largely determined by the content of the curriculum; actually they are closely linked to how the curriculum is organized and presented on a daily basis. (KH)

ED 256 845 UD 024 216

Noble, Phyllis
Formation of Freirian Facilitators.
Latino Inst., Chicago, IL.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jul 83
NOTE- 75p.
GRANT- G00806116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Community Involvement; Disadvantaged; Educational Administration; Educationally Disadvantaged; Educational Philosophy; Elementary Secondary Education; Group Dynamics; Interpersonal Communication; Literacy Education; *Nontraditional Education; Politics of Education; Resource Materials
IDENTIFIERS- *Facilitators (Personnel Development); *Freire (Paulo)

This paper is written for people who are already familiar with the philosophy and methodology of Paulo Freire's liberatory education and are interested in creating a formation program for adult education facilitators using his ideas. The author describes the paper as "a collection of thoughts, of things to consider," when organizing such a program. Following an introduction, which touches briefly on the meaning of liberatory education, and directs those unfamiliar with the subject to various helpful materials, the selection of both facilitators and formation coordinators is discussed. The third section, "Formation Experiences," is organized as follows: (1) Congruence between the process, the philosophy and the content: "La Voz de la Gente"; (2) planning the formation sessions; (3) building trust; (4) understanding the community and learning from the people; (5) political and economic analysis: identifying with the oppressed; (6) practice in skills, methods and techniques; and (7) on-going practice, observation and reflection. The fourth section discusses the difficulties of putting into practice the ideas put forward in the preceding sections. The next section provides a list of resources: (1) books and articles by and about Freire; (2) the application of Freire in the United States and in other countries, and other examples of liberatory education; (3) group dynamics and samples of exercises and activities; (4) facilitator training manuals, and plans for facilitator formation workshops developed by projects in the Educacion Liberadora Network; and (5) resources not in any other category. Finally, a selected bibliography is provided. (RDN)

ED 256 859 UD 024 239

Dunkle, Margaret C.
Teenage Pregnancy & Parenting. Evaluating School Policies & Programs from a Sex Equity Perspective.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Jan 84
NOTE- 53p.; Draft prepared for "Adolescent Pregnancy and Parenting: A Statewide Partnership for School Involvement," A conference sponsored by the Resource Center on Sex Equity.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Parenthood; Elementary Secondary Education; Equal Education; *Evaluation Criteria; Health Services; *Pregnant Students; *School Activities; *School Policy; *Sex Discrimination; Sex Fairness; Student Rights
IDENTIFIERS- *Title IX Education Amendments 1972

The issues of sex discrimination and student pregnancy and parenting are addressed in this guide, which attempts to provide schools covered by Title IX (or other interested agencies) with assistance in identifying and eliminating biased or discriminatory practices. First, Title IX is discussed, with particular focus on its specific references to pregnancy and parenting and its outline of ways in which schools cannot discriminate against pregnant or parenting students or employees. Other laws prohibiting discrimination on the basis of pregnancy or sex are summarized briefly. Next, a step-by-step guide is provided for assessing equitable treatment. A detailed process is outlined for evaluating equity in the four major areas where school-based discrimination against pregnant and parenting students is most commonly found: (1) admission to programs and activities; (2) treatment in regular programs and activities; (3) treatment in special or separate schools, classes, programs, and activities; and (4) availability and quality of pregnancy-related health services. Two appendices contain the actual wording of the major portions of the Title IX regulations that deal with pregnancy and parenting, and charts for assessing equity in programs, policies, and services. (KH)

ED 256 846 UD 024 218

Reynolds, Wm. Bradford

Remarks of the Assistant Attorney General, Civil Rights Division, at the Twentieth Anniversary of the Arizona Civil Rights Act Symposium (Phoenix, Arizona, April 24, 1985).

Department of Justice, Washington, D.C. Civil Rights Div.

PUB DATE- 24 Apr 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Civil Liberties; Civil Rights; *Civil Rights Legislation; *Federal Legislation; *Federal State Relationship; Government Role; Racial Discrimination; Sex Discrimination; *State Legislation
IDENTIFIERS- *Arizona Civil Rights Act; Federalism; *Reagan Administration

On this 20th anniversary of the passage of the Arizona Civil Rights Act, the State is to be congratulated for its successes in civil rights enforcement. The significance of the passage of the Act is twofold: (1) it added the full weight of State law enforcement to the battle against unlawful discrimination; and (2) it underscored the continuing vitality of the Federalist system of Government. The Reagan Administration is committed to the Federalist system, and has fostered a newer and more lasting appreciation of the sovereignty of State and local governments, insisting that there is more than enough room for effective law enforcement at the Federal level without preempting all State and local powers. Congress, however, does not agree. The Civil Rights Restoration Act of 1985 proposed by Congress would introduce more comprehensive Federal civil rights legislation and usurp many of the State law protections already in place. Instead of going ahead with this legislation, Congress should survey the civil rights scene carefully and erect new legislative protections only as needed and only if carefully tailored to meet a demonstrated need. (RDN)

ED 256 860 UD 024 244

A Cultural and Educational Approach to the Problem of Violence.
Report of the Committee on Culture and Education.
Council of Europe, Strasbourg (France).
PUB DATE- 83
NOTE- 235p.; Rapporteurs: Mrs. Amer, MM. Aano, Atkinson and Mayoud. Document contains small, light print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Adolescents; Aggression; *Athletics; Censorship; Conflict Resolution; Cultural Influences; *Educational Responsibility; Elementary Secondary Education; Films; Foreign Countries; *Mass Media Effects; Social Control; Teacher Role; Television Research; *Terrorism; *Violence
IDENTIFIERS- *Europe

This Council of Europe report on the problem of violence opens with two recommendations: (1) on cultural and educational means of reducing violence; and (2) on a European Award for Non-Violence. An explanatory memorandum provides a general introduction, and explains the report's focus on terrorism, violence in the media, violence and sport, and positive approaches through education. The appendices, which make up about 75% of the document, include a summary of a hearing in Assisi, and the following papers by consultant experts: (1) About Violence and Aggression (F.J. Hacker); (2) The Viewpoint of Young People (L. Eberhard); (3) Discourse on Violence and the Media: Development, Dimensions, Deficiencies, Directions: (I. Heiskanen); (4) The BBC's Policy on the Coverage of Violence (R. Francis); (5) The Swedish Video Commission (S. Svard); (6) Television Violence and Adolescent Boys (W. Belson); (7) Violence and Films (D. Meccoli); (8) A Positive Approach Through Formal Education (R.C.R. Blackledge); (9) Violence and School: A Teacher's Point of View (L. Urben); and (10) The Problem of Violence in a Christian Perspective (W. Schweitzer). Supplementary papers submitted by observers included the following: Is Photography Capable of Violence? (V. Coucke); Note on Violence and the School (A. Drubay); and Teaching of Conflict Resolution (B. Stapleton). Submissions from the Holy See, the U.S. National Coalition on Television Violence, the National Viewers and Listeners Association (United Kingdom), and the Quaker Council for European Affairs are also included. And finally supporting material is presented, followed by a list of contributors. (RDN)

ED 256 847 UD 024 219

Effects of the Omnibus Budget Reconciliation Act of 1981 (OBRA) Welfare Changes and the Recession on Poverty. Subcommittee on Oversight and Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. U.S. House of Representatives, 98th Congress, 2nd Session.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

REPORT NO.- WMCP-98-33
PUB DATE- 25 Jul 84
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; *Federal Legislation; Government Role; Policy Formation; *Poverty; Public Policy; Unemployment; Welfare Services
IDENTIFIERS- Microsimulation; *Omnibus Budget Reconciliation Act 1981; *Recession

Possible causes for the rapid increase in the poverty rate from 1980 to 1982 were investigated, with two factors in particular being considered the impact of the welfare program provisions of the Omnibus Budget Reconciliation Act of 1981 (OBRA), and the recessionary economy experienced during that year. The basic study design used a computer simulation of four fiscal year 1982 economic and legislative scenarios representing the following: (1) a baseline poverty population during fiscal 1982 under the assumption of a stronger economy and without the OBRA changes that took effect; (2) the combined effects of OBRA and recession on the poverty rate; (3) the independent effects of OBRA welfare program changes on poverty; and (4) the independent effects of the weak economy on the poverty rate. Major findings include the following: (1) the relative impact of the economy was greater than OBRA, but OBRA's impact on poverty among children and female headed families was stronger (while the economy affected working adults and married couple families more severely); (2) OBRA increased poverty by 2 percent and the weak economy increased poverty by 6 percent, for a combined increase of 8 percent. Following the narrative, study methods and poverty rate estimates are discussed in appendices. (Many statistical tables are included in the text) (KH)

ED 256 861 UD 024 246

Scott, Hugh J.

A Call for Greater Black Consciousness and Professionalism in the Pursuit of Cultural and Academic Excellence for African Americans.

PUB DATE- 4 May 85
NOTE- 17p.; Paper presented at the Conference of the New York Alliance of Black School Educators (Bank Street College of Education, New York, NY, May 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; *Black Leadership; Black Students; Civil Rights; Community Involvement; Disadvantaged Environment; Educationally Disadvantaged; Educational Opportunities; *Educational Quality; Elementary Secondary Education; *Equal Education; *Racial Discrimination; Racial Identification; Urban Schools
IDENTIFIERS- *Educator Role; *Excellence in Education; Professionalism

As "Saving the African American Child" (the report of the Task Force on Black Academic and Cultural Excellence) emphasizes, African American educators must be aggressive in carrying out their inherent obligation to eliminate the impediments to growth and development which restrict the life chances of African Americans. Black America needs Black educators who have a solid foundation of Black consciousness and who have high professional competence. While the circumstances of Black Americans are not as desperate as they once were, race and socioeconomic status remain the chief determinants of the scope of educational opportunity and the quality of education received. Furthermore, the White monopoly of public education has resulted in Black Americans being the most deliberately misinterpreted, the most poorly educated, and the most severely impaired of all the major ethnic groups served by the public schools. The public schools in inner city areas, in particular, have come to be synonymous with the education of Blacks and other disenfranchised minorities and carry with them the stigma of failure. Community involvement in education is an essential condition for quality education. African Americans cannot succeed in improving the educational lot of the mass of African American students without the collective and collaborative participation of African American educators. (RDN)

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